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ABSTRACT

This report provides a summary of the American Association of Community Colleges' (AACC's) second Workforce Development Institute (WDI), held January 18 to 21, 1995 to provide community college workforce service providers with resources and training. Introductory materials describe the WDI, its regional forums, the AACC's related National Community College Workforce Development Database, and WDI participants' response and evaluations to the Institute. The bulk of the report then provides summaries of the following selected WDI sessions: (1) service providers, focusing on diversity and change in the workplace, coalition building, the union perspective, and supplier and service training; (2) school-to-work, including the future of school-to-work initiatives, work-based and service learning, creating local initiatives, and advanced technological education; (3) workforce skills, highlighting skills assessment and standards, workplace competencies, and issues related to basic skills; (4) marketing, focusing on tips for effective presentations, business strategies, pricing, job analysis and assessment, and grant writing; (5) manufacturing, highlighting competition and cooperation in modern manufacturing, issues related to the manufacturing industry and assessment; and (6) additional sessions related to the role of local government and effective contract training systems. The WDI conference invitation and program, reports from regional forums, and the WDI evaluation form are appended. (TGI)

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DEVELOPMENT INSTITUTE

1995

Summary Report

U.S. DEPARTMENT OF EDUCATION
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Summary Report

Ansleigh Jones, Editor

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AACC Workforce Development Project

Lynn Barnett, Project Director
Ansleigh R. Jones, Project Consultant
Charice Morgan, Staff Assistant
Desktop Design, Publications Design

Workforce Development Institute: Summary Report

Ansleigh R. Jones, Editor

American Association of Community Colleges
National Center for Higher Education
One Dupont Circle, NW
Suite 410
Washington, DC 20036
(202) 728-0200

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Preface

President Clinton summed it up when he said, at the 1995 AACC Convention,

"It is clear that our common mission, if we want to help people help themselves and strengthen this country, must be focused on a relentless determination to see that every American lives up to the fullest of his or her capacities. It is in our common interest."

The President described community colleges as "at the fault line" for education in America. "Those who have it are doing well. Those who don't are paying." Community colleges, he said, must succeed for America to succeed.

We, of course, cannot agree more. Community colleges help individuals reach their fullest potential. More and more, community colleges are recognized as "trainers of choice" for American workers. The reasons are simple: instructional quality, cost-effectiveness, access, and flexibility in service delivery. AACC is working forcefully to ensure that community colleges reach their fullest institutional capacity to help develop the human capital of this country. One avenue is through programs such as the AACC Workforce Development Institute.

This publication summarizes most of the Institute sessions. AACC gratefully acknowledges the U.S. Department of Labor, Employment and Training Administration, for supporting the Workforce Development Institute. The fine leadership of Secretary Robert Reich and Assistance Secretary Doug Ross has been unparalleled, and we sincerely thank them. Within the Employment and Training Administration, we also continue to appreciate the support of Vic Trunzo. And once again, we congratulate the fine community college workforce development professionals who are training and re-training America's workforce and supporting small and midsized firms across the country.

David Pierce
President
American Association of Community Colleges
April 1995

Introduction

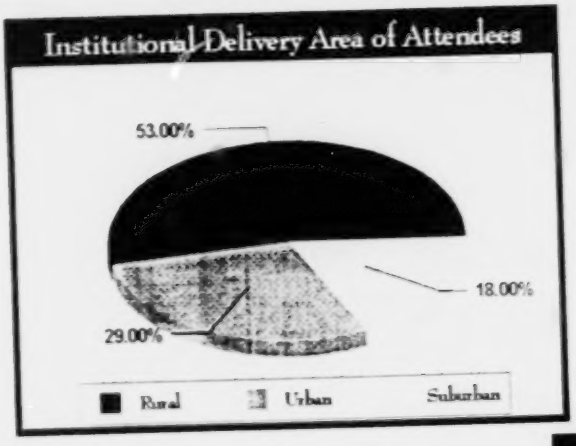
Overview

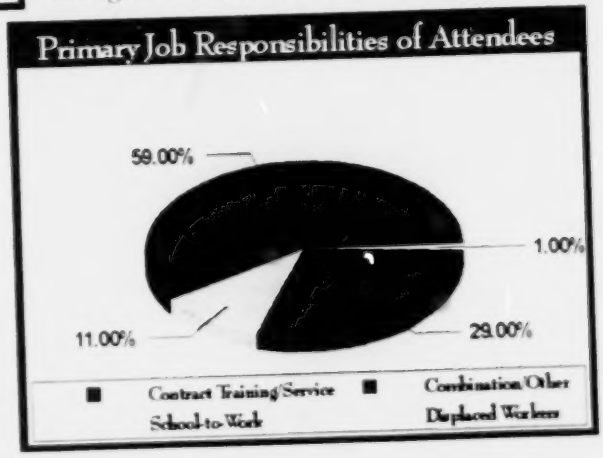
As part of a major workforce development project supported by the U.S. Department of Labor, the American Association of Community Colleges (AACC) hosted its second Workforce Development Institute in Scottsdale, Arizona, on January 18–21, 1993. The conference provided community college workforce service providers with resources and training to meet the workforce development needs of both employers and employees.

Keynoter Samuel Betances challenged attendees to see the value-added dimensions of diversity in the workplace. Vic Trunzo from the U.S. Department of Labor and AACC President David Pierce also addressed the group.

Under the theme Workforce Training: A Sound Investment, experts from business, education, and government presented information on workforce training methods and techniques to nearly 130 workforce specialists from 98 community colleges and 19 firms in 48 states. Some participants took advantage of travel scholarships through the AACC grant to attend the Institute. Half of the attendees were from rural areas, and nearly two-thirds had primary job responsibilities in the area of contract training service to business.

The program focused on practical applications for improving community college workforce services. Hands-on sessions allowed participants to interact with presenters and each other as they discussed new ideas and discovered solutions that work at local levels.





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Workforce Development Regional Forums

At a special general session at the Institute, five organizations whose missions include workforce development described their programs and services. They were: National Coalition of Advanced Technology Centers (NCATC), National Council on Community Services and Continuing Education (NCCSCE), National Council on Occupational Education (NCOE), National Workforce Assistance Collaborative, and NETWORK. NCATC, NCCSCE, NCOE, and NETWORK are all AACC affiliated councils.

Following the general session, participants were divided into discussion groups by geographic regions: South, West, Midwest, and Mid-Atlantic. An AACC State Liaison for Workforce Development served as the facilitator of each group as participants reacted to presentations. These sessions were structured to stimulate discussion of regional issues as well as regional networking opportunities. Reports of key state and regional workforce issues were collected and then presented on the following day for consideration by AACC, DOL, and Institute attendees.

The four regional groups were consistent in their concern that the councils appear to have substantial overlap in goals and objectives. They urged councils to collaborate with each other to make the best use of volunteer time and to reduce the competition for travel dollars.

The following discussion points arose from the regional meetings:

- **College restructuring.** Midwest and Mid-Atlantic participants reported a need for internal community college restructuring. Many practitioners perceive that business industry activities are seen with an adversarial attitude from traditional faculty. Both groups stated that a focus on new organizational models would be useful. Focusing attention on colleges that have successfully tracked business industry training students into credit programs could make a contribution to college restructuring.
- **Funding.** West and Mid-Atlantic participants reported that business industry financial support still lags behind other activities in colleges and does not receive adequate respect from state and local government policy-makers nor from many major

captains of industry. They were frustrated over the fact that too much continuing education revenue goes to support other college activities in spite of the fact that start-up project dollars are restricted.

- **Others.** Other concerns included discrepancies in the image of community colleges as "professional" trainers; the need for information on employee training programs; and the need for a workforce development definition in the areas of current workforce population, emerging workforce population, transitional workforce population, and entrepreneur workforce population.

National Community College Workforce Development Database

This new database, developed by NETWORK in collaboration with AACC and supported by the U.S. Department of Labor, was unveiled at the Institute. This AACC NETWORK public-domain database contains information about contract training programs and services at community colleges across the country. It is housed with several other employment and training databases at DOL's Training Technology Resource Center. Accessible via a toll-free 800 number and simple modem or via the Internet, the database can meet many community college needs regarding curriculum development and economic development. Many attendees saw that the database can play a helpful role in helping community college practitioners become aware of the diversity and richness of education training programs in other colleges. In addition, it can filter workforce training information to community college frontline faculty.

Vic Trunzo, Employment and Training Administration, Department of Labor, addresses Workforce Development Institute participants.

Response

Participant evaluations of the Institute revealed an overwhelmingly positive response to the program and interest in professional development on workforce issues. Among respondents, 98% reported that they would recommend the Institute to someone in a similar professional position. Overall, 55 percent rated the Institute as "excellent," 37 percent, "good," and 8 percent, "average." Findings from the program evaluation survey include:

- Among the most highly rated sessions were those on diversity, contracting, school-to-work programs, grant writing, and job analysis assessment. Others were contract training, just-in-time training, and future workforce development needs.
- Attendees identified the most pressing workforce development problems facing colleges today, citing funding issues, competencies and skill levels of entry level employees, building alliances with business industries and local schools, and the need for regional professional development opportunities.
- The relatively small size of the Institute facilitated personal networking, informal dialogue within sessions, and in-depth exploration of topics.
- There is an interest in continuing information on School-to-Work and related legislation as it affects community college delivery systems.
- Suggestions for future professional development programs included sessions on creative marketing, shared regional programs, and more in-depth training on how to begin a contract training program.
- Suggestions for improving the National Community College Workforce Development Database, which was generally viewed as a valuable new resource, dealt with quality control, updating records, and the need for a user's manual.
- Regional concerns may be addressed through telecommunication as well as regional meetings at which joint strategies could be developed.
- Issues related to service delivery area (i.e., rural, urban) must be considered.
- Participants stated the desire to continue the present approach of maintaining a small conference.

Selected Session Summaries

SAMUEL BETANCES

Souder Betances and Associates, Inc.
Chicago, Illinois

Dr. Samuel Betances is nationally recognized as a motivational speaker. As sociologist, educator, and professor of 20 years, he has taught race relations, the U.S. Latino experience, church and society, education and reform, and gender issues. His background and experience enhance his creative commitment to equity and excellence in making diversity a plus for the bottom line. He serves as a full professor of sociology at Northeastern Illinois University, Chicago.

Diversity and Change in the Workplace

Samuel Betances

A vital factor in the urgent agenda to create new corporate cultures in an empowered workforce in the age of total quality management has to be that of managing diversity. Embracing diversity as a plus for the bottom line is the unique challenge of heterogenous societies like ours. Failure to grasp the significance of managing diversity will cause managers to lose a competitive edge. It is a mistake we cannot make. Corporate leaders cannot ignore the challenge of managing diversity since the outcome could very well be as costly to the competitive advantage as when corporate leadership said "no" to the W. Edwards Deming challenge regarding quality management and he went on to Japan.

Japan, however, cannot be our role model regarding managing diversity. That society operates as a homogeneous society. We must operate as a heterogeneous society. White males, who have done so much to build the house of abundance and put America at the top right after World War II, can no longer do it alone.

Early into the 21st century, females, minorities, and immigrant workers will make up more than 80 percent of the workforce. Thus, our traditional workforce management must change.

We have new segmental markets, which the new workforce can help us penetrate. Also we must hire, promote, and mentor a very different type of workforce for their sheer talent and badly needed skills. But, as long as the media is the only real force telling us what we know about each other, the net result is suspicion, fear and, possibly, intolerance, and negativism that saps our creative energies instead of empowering us to form a rich workforce mosaic.

Managing diversity runs counter to the culture of modern corporations! We therefore need to embrace the vision and to put into practice the "how-to."

We must provide training to corporate managers and to the members of the rank and file. This will reduce fear about diversity, pinpoint the benefits to the corporation, and help leadership at every level to welcome diversity as the unique strength that will beat back the competition by bringing real democracy into the workplace. Our diversity is our strength. Let us embrace it!

The National Community College Workforce Development Database

Robert J. Visdos and Richard G. Anthony, Jr.

ROBERT J. VISDOS

RICHARD ANTHONY, JR.

NETWORK
Washington, DC

Bob Visdos, co-founder of the NETWORK employment, training, and literacy consortium, and Rich Anthony, NETWORK research associate, currently serve as workforce development consultants at the American Association of Community Colleges. Their work at AACC focuses on development of the AACC/NETWORK National Community College Workforce Development Database, which is housed at the U.S. Department of Labor's Technology Training Resource Center.

An auspicious occasion for the nation's community colleges recently passed without much fanfare. On February 7, 1995, the National Community College Workforce Development Database, sponsored by the Department of Labor (DOL) and developed by AACC and the NETWORK consortium, went online to the public. The database is a unique source of information for community college workforce, resource, and economic development professionals throughout the country.

By spring 1995, the database contained general information on 420 community colleges and program information on some 1,600 private and public sector workforce development programs. Additional programs will be added in 1995–1996. The response to the initial AACC NETWORK data collection survey surpassed the first year's project goal.

To ensure that all community colleges with workforce development programs are included in the database, the AACC State Workforce Development Liaisons are working with community colleges in their respective states to encourage those colleges to complete the survey and return it to the AACC NETWORK Project Office. Liaison follow-up efforts should add another 200 community colleges to the database by mid-August.

Online demonstrations of the database have occurred at several national, regional, and statewide meetings, including the following:

- the National Council for Resource Development Conference,
- League for Innovation's Workforce 2000 Conference,
- AACC's Workforce Development Institute,
- the NETWORK Conference, and
- the AACC Annual Convention.

This public domain database is housed along with others at DOL's Training Technology Resource Center (TTRC). To accessing the database, the user simply dials 1-800-767-0806 and works through a menu-driven system to find information on community college workforce

programs and services. DOL expects the Internet interface to be available May 1.

A TTRC information packet on all the databases, including a quick, one-page reference guide to communication software and modem settings, is available from the Training Technology Resource Center at (202) 219-5600.

For further information on the database, contact Bob Visdos or Rich Anthony in the AACC NETWORK National Community College Workforce Development Database project office at (202) 728-0200, ext. 210 or 253.

Critical Success Factors/Critical Barriers to Coalition Building

Mary Patino

MARY PATINO
Workforce Development Consultant
St. Louis, Missouri

Dr. Patino led the way in delivering the diversity training and contract education programs and business support services in a cost-recovery enterprise that grew to more than $2 million in grants and revenues. She markets group presentation skill materials and management training materials.

Encouraging and promoting the development of mutually beneficial partnerships will determine a business and industry center's long-term effectiveness and competitiveness in the marketplace. For a community college to be a vehicle for a major expansion of workforce training and a central factor in economic development for its community, its strategic planning must involve other higher education institutions, community agencies, corporate partners, and industrial and professional associations. Building a shared vision and a shared understanding of the future of the community will lead to the college becoming an enduring regional initiative of resource services.

Community colleges understand the relationships between job-related learning, individual opportunity, and the competitiveness of employer institutions. This important dynamic links training and education with other agencies. Community colleges understand preemployment education, job-related learning, and small business support services. Extensive coalition building is necessary, however, to enhance market expansion and involve other agencies in positioning the community college coalition center as the critical calling point for business support services.

An economic development road map, developed over eight years at College of DuPage, involved four objectives that required outreach and partnership building. The plan included developing connections so that partners would become long-term facilitators rather than merely dispensers of short-term information or services. The four objectives are:

1. **Foster innovation.** Simplifying technology transfer and technology deployment for modernization, innovation, and productivity enhancement required cooperation among area businesses, community colleges, universities, government agencies, and the national laboratories. In order to foster innovation, the college reaffirmed its credibility with the other agencies and businesses, showing that it could serve as a positive resource and

effectively turn information into profitable insight.

2. **Target public resources and efforts.** This required a clear and concise knowledge of other agencies' missions and resources, along with an accurate view of the district's needs and vision for the future. For example, the small business development center expanded into separate centers for procurement assistance, international trade, and technology transfer, development, and deployment. Other partnerships involved health agencies, police and fire departments, postal service, state and local chambers of commerce, trade associations, users organizations, and professional associations.
3. **Assist small and medium-sized businesses with the administrative, technical, and financial capability to modernize and find new markets.** Grant-funded initiatives through the state and federal governments and, in partnership with local universities, provided the abilities to counsel, advise, accomplish site audits, and review plans.
4. **Assist the employment transition process and enhance the employability of current workers.** Some colleges accomplish this through community Job Training Partnership Act and Department of Employment Services programs, while others enhance their contract-training potential with workforce development issues.

Two developments influenced the determination to partner. Strategic alliances, proliferating on the international scene, offered a growing body of research on how they work and why they fail. Further, businesses had personal evidence of how partnering worked with outside vendors and suppliers.

Researchers noted that, among successful alliances, the critical, overriding factor was ***trust***. Other significant elements included:

- shared vision, values, and objectives,
- mutual need, commitment, dependence, and convergent strategies,
- shared risk, shared reward, mutual opportunity and win-win value orientation,
- mutual vulnerability, reliability, independence, and learning opportunities,
- cultural compatibility, mutual trust, and understanding
- permeable, networked organizations,
- shared front-line information systems, and
- mutually acceptable administrative practices (authorization, compensation and approval rules).

To make full use of available resources and maximize community impact, educational organizations and agencies must find ways to work together. Effective strategies require common goals, identified desired outcomes and benefits for each participant, and appropriate leadership. Process is also important, but without confident, action-oriented leadership, the coalition will have little impact.

Building a shared vision involves seeing patterns instead of merely reacting to events and forces. Peter Senge's *The Fifth Discipline* outlines the art of systems thinking, which sees

through complexity to the underlying structures generating change. Systems thinking helps define variables so as to determine which issues require focus and which need less attention. Doing this helps groups develop shared understanding.

How we think, what we want, and how we interact and learn from one another bring us to the discipline of *dialogue*. This discipline involves learning how to recognize interaction patterns in teams. Some interaction patterns can undermine obtaining new knowledge and insights.

While external partnering is important, significant efforts also need to be made for internal partnerships with college services, divisions, and colleagues. Individuals in successful partnership relationships have learned how to establish the mission, goal achievement, empowerment, open and honest communication, positive roles and norms, team pride, and ongoing and comprehensive team evaluation. Clear focus on good planning, communication, cooperation, and rewarding teamwork serves as a powerful tool to generate agreement and commitment to task. The goal of all internal and external process improvement is shared understanding—and shared understanding leads to enduring growth for your center, college, and community.

Workplace Development and the Union Perspective

Anthony R. Sarmiento

ANTHONY R. SARMIENTO

Assistant Director, Department of Education, AFL-CIO
Washington, DC

With the AFL-CIO since 1979, Tony Sarmiento currently analyzes a wide range of educational issues and policy, including work education, literacy, and school-to-work. A published author in these areas, he has represented the AFL-CIO on several national literacy and school-to-work advisory panels for the federal government.

Global policies, economic challenges, and rapid technological advances have changed the American workplace forever. As high skill levels and versatility become increasingly important to worker employability, organized labor will continue to focus on workplace education and training as a means of promoting the welfare of union members—and make training issues top priority at the bargaining table. Further, both labor and management benefit from well-planned, innovative employee development as workers obtain a wide range of transferable job skills, giving companies a powerful edge in a competitive economy.

Unfortunately, government funding programs fall short of meeting training needs, and U.S. companies invest far less in employee training than do other industrialized nations. However, many unions have helped establish creative strategies that can increase job security and expand the options available to their members. These union-management programs tend to be more far-reaching and effective and involve more team-based approaches than employer-driven efforts in nonunion companies.

Union apprenticeships and skill-upgrading programs increasingly enroll more women and minorities and use a mix of classroom study and on-the-job training. These factors lead to a high success rate and help workers obtain higher-paying employment.

Unions link workers to some of the most innovative educational programs available for working adults. Some unions have already successfully negotiated with employers to provide education funds, prepaid tuition, release time, scholarships, worker education programs, and on-site training activities. Subjects include English as a Second Language, basic skill upgrading, External Diploma Program, General Educational Development, test-taking skills, and other programs. Worker education programs often work cooperatively with community colleges and other educational institutions, and often can be the first step to a college degree.

Program results have been positive and include promotions, increased confidence, higher morale, lower absenteeism, and a sense of accomplishment. Further, studies show that worker education programs lower job turnover and boost productivity and satisfaction.

Because organized labor has had more than a century's experience in training and education, it has much to offer workforce development. Unions will continue to seek larger roles in government-sponsored training efforts and reach out with new strategies to meet workers' needs. Joint labor-management training, education, and worker development programs have proven highly successful and are ripe for more union involvement in the future.

Supplier Training

Richard Randolph, Jr. and Joyce Manigold

A quality-trained supplier base is vital to American industry and to the country's overall prosperity. As major firms focus more heavily on their core businesses, they seek to shrink their base of key suppliers. Further, they expect these suppliers to become partners in meeting rigorous quality and performance standards. Through its national network of community college-based supplier training centers, the Consortium for Supplier Training (CST) provides affordable, accessible Total Quality training to help suppliers and small businesses improve the quality of their processes, products, and services and to become more competitive.

Members provide internally developed Total Quality-based supplier training courses to the programs. Initial offerings include an introduction to Total Quality, business process management, improved manufacturing, and cycle time reduction courses.

In February 1993, Mesa Community College joined five other colleges as the first certified to deliver CST training. These schools were selected as supplier training centers because of their industrial outreach programs and affordable costs.

Sponsored by Motorola, the supplier training center at Mesa Community College offers many classes that are led by experienced and highly trained quality professionals who have been certified by the course owners and Consortium Master Instructors. These seasoned professionals bring extensive facilitation experience and practical Total Quality expertise to the training room. Their goal is to share techniques and skills that can be put to work immediately to improve quality, reduce cycle time, reduce costs, and improve customer satisfaction and overall competitiveness.

RICHARD RANDOPH, JR.

Director of Business Training Services and Community Education, Mesa Community College Business and Industry Institute
Mesa, Arizona

Richard Randolph, Jr. believes supplier training offers the best method to leverage a college's resources and increase penetration of the quality message. He is program manager for Mesa's Supplier Training Center.

JOYCE MANIGOLD

Administrative Services Manager, SHEA Homes
Mesa, Arizona

Joyce Manigold has been in the home-building industry since 1977. She is actively involved in planning and implementing Quality Management Systems at SHEA.

Workforce Development in the Workplace of the Future

Mel Cozzens

MEL COZZENS

Director, Advanced Technology Center, Front Range Community College
Westminster, Colorado

An accomplished CEO with expertise in marketing, organizational development, and team building, Mel Cozzens has influenced change in corporate cultures, organizational direction, and management philosophies. He now gears his abilities towards developing a competitive and self-supporting customized training program.

Recognizing that traditional training and education approaches are outdated and, in many cases, counterproductive, workforce development in the workplace of the future focuses on a relatively new approach as the cornerstone for comprehensive training interventions. This new approach examines a variety of indicators that training organizations must consider before imposing analysis of organizational effectiveness as a training solution. It moves rapidly into a series of "Why" and "What if" questions and considers ways to adopt transitional resources into a mix of training services.

Elements of this advanced workforce development include careful consideration of factors which, if not predetermined, may induce undesirable consequences. Further factors influencing the successful marketing and implementation of organizational analysis are reviewed. Ingredients of successful organizational analysis interventions include an emphasis on the kinds of talent, tools, and processes in effective involvements of this nature.

A shift occurs as the information begins to focus on the means used to gather and analyze data. The actual implementation process is detailed from the training providers' perspective as well as from the client organizations'—and their employees'—points of view.

The results of companies who have successfully implemented this organizational effectiveness model are contrasted and compared. Then available resources for expanding workforce preparation services are identified.

Providing Comprehensive Services to Small and Midsized Companies

Terri Bergman

TERRI BERGMAN

Program Director, Center for Excellence in Education, National Alliance of Business Washington, DC

Terri Bergman has worked in the areas of employment and training since 1984, researching, writing, and making presentations. In 1993, she began as Manager of Products and Services for the National Workforce Assistance Collaborative; she serves as the lead liaison to the community college system and is a team leader on a study of the delivery of integrated services to businesses.

The National Workforce Assistance Collaborative was established in the fall of 1993 by the U.S. Department of Labor through a cooperative agreement with the National Alliance of Business and its partners. The Collaborative was created to help small and midsized businesses adopt high-performance work practices, become more competitive, and, ultimately, create and retain high-skill, high-wage jobs for American workers.

The Collaborative helps service and information providers better meet the needs of companies in four areas:

- employee training,
- labor-management relations,
- work restructuring, and
- workplace literacy.

During its first year, the Collaborative achieved ambitious objectives. It analyzed the status and needs of small and midsized companies and their service providers. Tools and publications were developed to help businesses improve worker performance and enhance their competitiveness. First-year accomplishments fall into three categories:

1. Situational analysis, which produced reports on the effects of an increasingly competitive marketplace; the status of existing service delivery systems for employee training, labor-management relations, work restructuring, and workplace literacy; and ways that an electronic clearinghouse might be used to provide information and resources to companies, unions, employees, and service providers.
2. A strategic and operational plan, which included goals for identifying resources, for creating and maintaining a national workplace extension infrastructure to leverage resources, and for developing a marketing program for Collaborative products and services.
3. Assistance products related to comprehensive change strategies, dissemination networks, and occasional publications for groups.

Second-year Collaborative activities rely on active participa-

tion and involvement of individual Advisory Board and Council members. The second-year activities focus on four customer groups:

- workplace literacy providers,
- community colleges,
- manufacturing extension partnership programs, and
- small and midsized companies.

They are guided by the three goals in the strategic and operational plan: workplace and workforce development tools and information; system for accessing tools and information, including organizational and electronic networks; and connections to customer groups through publications, regional conferences, segment marketing, and evaluations of client needs.

To date, the National Workforce Assistance Collaborative has visited five sites, providing integrated services to:

- The *Baltimore Center for Port-Related Industries*,
- *Bay State Skills corporation* (BSSC),
- New York's *Garment Industry Development Corporation* (GIDC),
- *Hartford Systems, Duracool Division*, and
- *Work in Northwest Ohio* (WINOC).

Future of School-to-Work Transition

Michael Brustein

The School-to-Work Opportunities Act seeks to end the fragmentation of programs that are designed to prepare young people for high-skill, high-wage jobs. The Act is intended to create an entire system, not simply another new program, to consolidate and streamline existing education and job-related training programs. Community colleges should be integral members of the local partnerships established through the law and, as a result, will play an important role in the law's implementation.

MICHAEL BRUSTEIN

Brustein & Manasevit, Attorneys at Law
Washington, DC

An expert in education law and regulations, Michael Brustein has used his legal expertise to serve in both government and private practice and now counsels many educational organizations. He has helped draft several education bills, including the 1990 Perkins Act, and coauthored several education-related publications.

The Act provides federal assistance to states to develop and implement a school-to-work (STW) transition system. This system's goal is to ensure that students experience a smooth transition from secondary education to postsecondary education and then obtain meaningful, high-quality employment. This initiative depends on significant partnerships at the state, regional, and local levels. These partnerships will bring together educators, business, industry, labor, and community-based organizations to integrate academic and vocational-technical education and to more closely align secondary and postsecondary curricula.

One critical component of the law, the creation of partnerships between education and employers, seeks to include employers as full partners in providing high-quality, worksite-based learning opportunities for students. By combining academic and occupational learning, the program will improve the knowledge and skills of the neglected majority of students who do not pursue baccalaureate degrees.

The School-to-Work Opportunities Act gives partnerships the flexibility and autonomy to design and implement their own programs based on regional economic and labor market needs. While the Act does require that programs include a few core components and specific goals, it does not mandate the means to achieve these goals. The three main program components include:

- work-based learning,
- school-based learning, and
- connecting activities that combine all elements of the program.

The work-based learning component will provide a coherent sequence of job training and work experiences, coordinated

with STW activities. Workplace mentoring encompasses instruction in general workplace competencies, such as positive work attitudes and employability and participative skills, and may further include job shadowing, school-sponsored enterprises, and on-the-job training for academic credit.

The school-based component features the following elements:

- career exploration and counseling,
- an initial selection of a career major,
- a sequential program of study with high academic standards to prepare students for postsecondary education and attainment of a skills certificate,
- a program of instruction and curriculum that integrates academic and vocational learning, and
- ongoing evaluations to assess progress in the achievement of core academic and vocational skills.

The connecting-activities component could involve activities such as the following:

- matching students with employers' work-based opportunities,
- enhancing communication among students, parents, teachers, school administrators, and employers,
- providing technical assistance and services to employers and others in the work-based and school-based components of the program, and
- assisting schools and employers to integrate school-based and work-based learning along with academic and occupational learning.

States may apply for joint Education and Labor Department grants to plan and develop their statewide STW systems. States may also apply for a one-time grant of up to five years to implement their STW systems. In their applications, states must describe how they would allocate funds to local partnerships and include any requests for the waiver of federal laws. In addition, application development must include collaboration between the governor, state educational agency, state agencies responsible for economic development, job training, postsecondary education, vocational education and rehabilitation, and the individual assigned for the state under the Perkins Act and other appropriate officials.

Local partnerships are eligible for grants from either the state or the federal government. To obtain a grant from a state that has received a state implementation grant, a local partner must apply to the state. This application must describe how the proposed program would include work-based and school-based learning components and connecting activities. The application must also provide measurable program goals and outcomes, an area-wide description of strategies, timetables for serving all students, and a description of plans for paid work experiences. The process for involving employers and other groups in the development and implementation of the STW opportunities program must be explained.

The School-to-Work Opportunities Act also authorizes the Education and Labor Secretaries to award competitive grants directly to local partnerships in states that have not received or have only recently received implementation grants. However, any partnership that intends to compete for funds under this title must submit an application to the state for review and comment before it submitts an application to the Secretaries. All applications

are subject to a peer review process. No grants will be made to local partnerships unless the Secretaries determine, after consultation with the state, that the local plan accords with the appropriate state plan, if such exists.

The Secretaries are also authorized to award competitive grants to partnerships in high-poverty areas. Any application submitted for these high-poverty area grants must also be reviewed by the state before submission to the Secretaries.

The School-to-Work Opportunities Act provides the opportunity for states to request a waiver from several federal statutory or regulatory provisions. The Secretaries of Education or Labor may exercise waiver authority for any federal requirement or provision if the state or local partnership can show clear evidence that this requirement impedes its ability to carry out the purposes of the Act. States and local partnerships may submit a waiver request to either one or both Secretaries during the development or implementation phase of a STW opportunities program. The waiver should be submitted with a state's plan or as an amendment to the plan.

Local partnerships seeking a waiver must first submit the waiver application to the state, and the state in turn submits the application to the appropriate Secretary. Before a waiver is submitted by a state, each local partnership and local educational agency participating in a STW program must be given the opportunity to comment on the proposed waiver. Any comments obtained from the local partnerships and local education agencies must be included with the application for waiver.

The Secretaries cannot grant waivers if the waiver would:

- alter the basic purposes or goals of the affected programs,
- affect maintenance of effort; change comparability of services,
- prevent equitable participation of students attending private schools,
- inhibit student and parental participation,
- interrupt the distribution of funds to state or local education agencies,
- alter the eligibility of individual participants in affected programs, or
- affect public health or safety, labor, civil rights, occupational safety and health or environmental protection requirements or prohibit construction.

The Act allows local partnerships to combine federal funds in order to make optimum use of potential resources. If a local partnership elects to combine funds, it is subject to the same limitations that apply to waivers as listed above. Furthermore, the partnership application must include a description of the funds that will be combined, the activities to be carried out with the combined funds, and specific outcomes expected of participants in schoolwide STW activities. Any partnership that combines funds must also provide information on the proposed combination of federal funds to parents, students, educators, advocacy and civil rights organizations, and the public.

In 1994, eight states received implementation grants. The administration hopes to award 10 to 20 more such grants in 1995, depending on the level of Congressional appropriation.

Work-Based Learning: The New Paradigm

James L. Hoerner

JAMES L. HOERNER

Professor, Virginia Technical University
Blacksburg, Virginia

Dr. Hoerner, a national consultant, speaker, and author on tech prep, educational reform, work-based learning, and school-to-work transition, has taught vocational education for many years. He is a carpenter, cabinetmaker, violin maker, and wood carver by trade.

There has never been a more exciting time to be in education than in the past 35 years. Facing today's challenges and opportunities can systemically change the total schooling process in this country. In fact, only a radical change in the educational system will allow the United States to maintain a workforce that can compete in a global economy and maintain the nation's standard of living.

To do so will require educational system reform from a content-oriented process that lacks relevance and application to one that encourages success, personal application, and relevance to the real world for *all* students. What rationale can support a schooling process in which two out of three young people see little intrinsic value? Research shows that a substantial number (50 to 60 percent) of our young people do not find the schooling process interesting or engaging. It is foolish to perpetuate a system where more than 50 percent of the nation's young people fail or drop out of the educational path. In fact, America has a 25 percent high school dropout rate and at least half of the 50 percent of high school graduates who start college do not matriculate. Thus, at least half of our young people embark on educational pathways that they do not complete. The situation becomes worse as this 50 percent—ill-prepared and unqualified—attempt to gain employment.

The only solution for this dilemma is to radically reform the schooling process and develop a new paradigm for education. Since, in this work-oriented society people work in order to live (the source of wealth for most Americans is work), the country must develop work-based learning in its schooling process. This means that the entire schooling process—kindergarten through university and postdoctorate—must become learning and experience oriented. Further, this process must have tangible links to a successful worker, a productive individual capable of making a living. Knowledge is primarily learned for application and not just because someone says so or it is required by a college-bound curriculum containing little relevance to real life. This process would require educators to know both the content and the applica-

tions of the materials they teach and, further, to teach them in a contextual, practical manner.

Hoerner and Wehrley (1995) define two kinds of work-based learning:

1. Learning experiences and activities that are based on and in some type of work setting or simulated work setting, i.e., apprenticeship, co-op, on-the-job training (OJT), career academics, school-based enterprises, occupational technical labs, job simulation, real jobs, etc.
2. The knowledge/learning imparted to every student from the beginning of schooling that maintains a theme or focus that people work to live and that there is a positive connectedness between the schooling process and living productive lives.

Both definitions of work-based learning must now become an integral part of all schooling. First, *all* teachers, elementary through university, must constantly help all learners see the connection between what is being learned and earning a living some day as a productive individual. Second, all kinds of applications and hands-on, work-related experiences must occur throughout the schooling process to provide application and relevance to what is being learned. This can happen through shadowing, mentoring, field trips and simulation on the elementary level through internships, co-op, career academics, school-based enterprises, OJT, work experiences, occupational labs, part-time employment, apprenticeship, etc., during high school, community college and university.

As the 21st century approaches, successful schooling can no longer solely be the responsibility of educators. Schooling ventures must include integration of academic and occupational skills along with collaborative partnerships between educators and business industry labor agencies and other community stakeholder groups. As these groups work together, they can develop the most meaningful learning pathways for all students, no matter what their chosen occupations.

In Peter Drucker's (1994) view of the future, the knowledgeable worker will require integrated academic and technical learning systems throughout life in order to be a productive individual. This requires lifelong learning educational systems based *on* and *in* work, also called *work-based learning*.

Our community and technical colleges have the opportunity to be the school-to-work (STW) transition educational agencies of the future since 75 percent of the workforce will need postsecondary preparation of less than baccalaureate level. Community and technical colleges in STW transition for the 21st century can fill the following roles:

- be the STW educational agency for 75 percent of the workforce,
- establish partnerships between education and the workplace,
- foster career plans and career majors for all students,
- integrate academic and occupational preparation,
- integrate school-to-work and work-based learning for all students,
- articulate secondary and postsecondary programs,

- implement applied and contextually taught academics, and
- be the leading educational agency to establish the new educational paradigm of work-based learning for all young people.

Now, the challenge is to develop a schooling process that includes collaboration among educators and other stakeholder groups to provide a relevant, success-oriented educational process to prepare all individuals for citizenship and further learning and to make a successful living as a productive individual in a global society.

Drucker, P. "The Age of Social Transformation," *The Atlantic Monthly* (November 1994).

Hoerner, L., and Wehrley, J. *Work-Based Learning: The Key to School-to-Work Transition.* (New York: Glencoe McGraw Hill, 1995).

Creating a Local School-to-Work Initiative

Lawrence T. Mello

In spring 1994, a group of community leaders, educators and business representatives in Eastern Maricopa County began laying the foundations for a new program called the East Valley School-to-Work (STW) Initiative. Part of a larger, nationwide movement, the Initiative will create system-wide linkages between education and industry that will prepare students for success in the workforce of the future.

LAWRENCE T. MELLO

Coordinator, East Valley Tech Prep Consortium
Mesa, Arizona

For the past 15 years Dr. Mello has conducted workshops and seminars in educational settings throughout the country. His presentations are grounded in current research on personal and organizational change, effective teaching and learning, and leadership competency. As the coordinator of Arizona's Tech Prep Consortium, he provides the leadership for a developing regional school-to-work programs.

During Phase I, called Visions and Values, the planning team set out the broad outlines of what will become a comprehensive blueprint for the Initiative by identifying and exploring:

- the needs of the community for programs and services to help students prepare for the world of work,
- the opportunities available for developing and implementing strategies to meet those needs,
- the broad, big-picture vision of what a program might look like if it successfully met the identified community needs, and
- the values, or underlying philosophical and operational principles, that should drive the planning and implementation of the East Valley School-to-Work Initiative.

Given the workplace challenges facing American youth, one approach that has gained much attention—from business and education and at both the national and the community level is that of STW transition. Jobs for the Future offers what has become a standard definition for STW transition:

> *. . . a learning program that integrates on-the-job learning with school-based instruction, that bridges high school and postsecondary schooling, and that results in both academic credentials and certification of mastery of work skills.*

The School-to-Work Opportunities Act, signed into federal law on May 4, 1994, gives additional valuable definition to the emerging concept of "school-to-work" systems, and is the basis for planning activities in communities across the country. The Act calls for incorporation of three elements: school-based learning,

work-based learning, and connecting or "bridging" activities. Arizona is currently developing a state plan for program implementation, of which the East Valley School-to-Work Initiative is a part.

The East Valley School-to-Work Initiative was shaped by the East Valley Tech Prep Consortium, created in 1991 to support programs that prepare students for high-skilled technical careers. The planning process included several dozen representatives from education, industry, labor and government.

The East Valley School-to-Work Initiative planning team began work on developing plans for the long-term STW system. They explored two key questions: What are the greatest challenges, needs or barriers our community faces with respect to helping young people prepare for a successful work experience? How might a STW program best meet those needs? From these discussions emerged the following five key themes:

- fundamental workplace skills,
- market responsiveness,
- school work disconnect,
- lifestyle resources, and
- young people and societal attitudes.

Early on, the planning team also identified several critical values and principles that were key to system success:

- full ownership,
- open concept of "success,"
- mutual benefit,
- lifelong learning,
- a shared agenda,
- personal and social responsibility,
- shared governance, and
- an inclusive system.

Work on the Initiative has been divided into four phases:

1. Identifying needs and opportunities and establishing vision and values;
2. Forming implementation teams, recruiting partners and defining and developing program blueprint;
3. Forming pilot teams and implementing pilot projects;
4. Modifying, adapting, and expanding pilot projects to the STW system.

Phase II will build on the visions and values and create a comprehensive implementation "blueprint." This process, and the resulting planning document, will lay a foundation for moving into Phases III and IV, in which the program will actually be put into place, tested, refined, and—eventually—expanded throughout the community.

Incorporating Service Learning

Fred Gaudet

FRED GAUDET

Assistant Dean of Instruction, GateWay Community College Phoenix, Arizona

As director of a *Learn and Serve America: Higher Education* program, Fred Gaudet is part of the growing community service and service learning movement on community college campuses. His current program includes working with multigenerational students in a heating, ventilation, and air conditioning program.

The concept of providing service to the community started at GateWay Community College in 1990. The mission was to get students in a technical skills program to participate in community service while learning, or perfecting, a new skill. The goals were: to provide elderly low income community members with a comfortable environment, to foster the desire to continue to serve the community, to provide a skill to the students by learning to service evaporative coolers, and to reflect upon the impact of helping those with a need.

An advisory committee discussion of community service focused on maintenance of evaporative coolers, the common cooling system used in the southwest. The committee noted that an effective program would be one that could be conducted on a weekend early in the spring for those most needing help—the elderly on limited incomes. After several inquiries to social service and community-based organizations, the college partnered with the Foundation for Senior Living. The Foundation identified recipients, helped secure materials, and provided liability insurance. The advisory committee also provided materials.

GateWay is now in its fifth year of service to the community in this program. Students and local service technicians have cleaned, repaired, and started increasing numbers of coolers each year. Two high schools that have air conditioning vocational education programs have joined this intergenerational effort.

A key component of the program is the reflection undertaken by students. After completing the work, they participate in a structured process in which they reflect upon the impact they had on the elderly and their feelings of giving their time and skills. Discussion revolves around their service to their community, civic responsibility, and the value of lifelong service.

Some of these activities have been supported by a *Learn and Serve America* grant from the Corporation for National and Community Service. The program has received attention for its approach to tying a service learning program to technical instruction. Its implications are important for Tech Prep and other school-to-work initiatives. GateWay's experience shows that service learning is not restricted to traditional liberal arts programs, but that it also can be implemented successfully in technical programs of instruction.

Contracting With Business and Industry: A Viable School-to-Work Transition

Carol Churchill, Mary Leisner, John Loiacano and Mary Jo Wright

MARY LEISNER: ***STW INITIATIVE: HOW AND WHY***

Program Coordinator, Bay de Noc Community College
Escanaba, Michigan

CAROL CHURCHILL: ***BENEFITS TO STUDENTS***

Director of Career Work Experience Programs, Southwestern Michigan College
Dowagiac, Michigan

JOHN LOIACANO: ***BENEFITS TO COLLEGES***

Director of Contract Educational Programs, Kirtland Community College
Roscommon, Michigan

MARY JO WRIGHT: ***BENEFITS TO COMMUNITY***

Program Coordinator, Mid-Michigan Community College
Harrison, Michigan

These leading practitioners from four small, rural Michigan community colleges have successfully instituted CWB&I at their respective institutions.

The Clinton Administration's School-to-Work (STW) Opportunities Act seeks a fundamental restructuring of both secondary and postsecondary education by adding work-based learning to traditional school-based programs. A program called Contracting with Business and Industry (CWB&I), which utilizes the local business and industry complex of the community as a training laboratory, has been doing just that for the past 18 years.

CWB&I, an interdisciplinary program, helps students acquire job skills in nontraditional areas. It also assesses their interests and capabilities under realistic settings as they learn from business people. Businesses who contract with the college train the student for 384 hours for two semesters, teaching entry-level job skills. Tasks, duties, and expected outcomes become performance objectives for each training area. These guidelines ensure quality training for the student and well-trained employees for the business community. Regular evaluations maintain program quality and serve as the basis for assigning the student's grade.

Students are not paid by the business, but are awarded eight academic credit hours per semester. They must also enroll in related, on-campus instruction. Each training area has its own curriculum. Course work is assigned on individual basis according to job training requirements, past education, and experience.

Everyone involved benefits in this unique partnership. The business finds itself with a potential employee on staff with no salary investment whatsoever. In many cases, the business hires the student as a result of the training experience. Students obtain a wider variety of career options, since they can select from some 70 nontraditional areas of training, among them dental assisting, hotel management, and newswriting. This also results in more relevance to on-campus course work, and they immediately gain skills that can transfer to the workplace.

CWB&I gives students opportunities to "test the water" without too much expense, to get a foot in the employment door, and, generally, to obtain a job when they're finished. The college benefits by broadening access for many who were previously excluded and by expanding occupational offerings to students of all ages without appreciably increasing overhead. Using the business complex of the community as a training laboratory eliminates the need for larger capital expenditures normally required to institute new programming.

CWB&I demonstrates successful collaboration between postsecondary education and the business and industry community. It offers the three components vital to the STW initiative—work-based learning, school-based learning, and connecting activities. And in these times of budget constraints, cost-effective and student-driven CWB&I provides a logical, innovative approach to educating students as they prepare for meaningful employment.

Advanced Technological Education (ATE) Program and Youth Apprenticeship (School-to-Work)

Joy A. McMillan

JOY A. MCMILLAN

Director, Biotechnology Laboratory Technician Program, Madison Area Technical College
Madison, Wisconsin

With an extensive background in bacteriology and microbiology, Dr. McMillan is involved in program development and program modification for associate degrees, tech prep, and youth apprenticeship programs in biotechnology. She serves on several government and education advisory committees, and is a principal investigator and project manager for the National Science Foundation Advanced Biotechnology Education Partnership Project.

An associate-degree program in biotechnology at Madison Area Technical College (MATC) provides the essential education and skill training for entry-level employees in nonmedical, nonclinical biological laboratories. Most of the target industries would, by current definition, be grouped as research and development companies in biotechnology. The companies use a combination of technologies and applications directed toward the development and production of molecular biology reagents, modification of crops and other plants, modification of domestic animals, and development of biopharmaceuticals. The state of Wisconsin deals with small companies; the largest is Promega Corporation with 400 employees. Most companies employ between five and 50 science-trained personnel, with a consistent demand for 15 to 25 new entry-level positions each year.

Program graduates can fill technical positions that require a solid background in media and solution preparation, record keeping, chemical and biological analysis, and quality control as well as sophisticated applications of recombinant DNA techniques and cell culturing. The need for technically trained individuals in both new and existing companies helps to determine whether the postsecondary programming and curriculum are on target.

MATC program development in the Wisconsin Technical College System is guided by a process that requires a demonstrated need for the proposed education and training and curriculum development based on industry input. The data supplied to the state board verifies the need for technical employees, looks at future trends as well as current needs, and delineates the proposed technical aspects of the curriculum.

Curriculum development requires active input from the target industries. MATC used a Developing-a-Curriculum process, a two-day workshop where employees and employers of the target industries identify the duties and tasks of entry-level employees. This process allows the group to identify skills and techniques that correlate to the job function. The resulting infor-

mation is then translated into a formal curriculum, complete with course titles and descriptions. The content of the core courses reflects the industry needs. The process also ensures that support and general education courses meet basic skills and content requirements.

Hurdles in developing and initiating this program (as in developing any other kind of program) cropped up. First, the pitfalls encountered by trying to stack new courses onto an existing curriculum had to be avoided. The program required a new curriculum.

Second, starting a new program without delay meant finding new resources for facilities, equipment, and support staff, and other expenses. Fortunately, access to grants from the Wisconsin Technical College System board matched the costs of equipment purchases and facilities remodeling. A carefully constructed plan that included the industry partners and external granting appeared be the most appropriate solution to this dilemma.

A third problem emerged with the incorporation of a new program into the existing. Any new program will, by nature, require resources for staffing, supplies, and other needs. Today, establishing new activities often means taking resources from existing activities. This can cause some friction within and between departments. Staff of an existing program can find it difficult to accept downsizing or even replacement of their program to accomplish new initiatives. However, reality demands that programs must continually respond to the target industry—the place where the graduates find jobs. This response to industry is critical to workforce development. Workforce development must recognize workforce modification and, consequently, program modification.

Community and technical college response to industry includes the need for continual training within the target area. In biotechnology, academic research introduces new techniques into the workforce. Scientists and technicians must have access to workshops and customized training to develop background knowledge and application skills. The technical/community college can serve as a liaison to industry scientists. The technical/community college system has an advantage in that it offers access to educational facilities that are designed for teaching. For example, laboratories have multiple instruments because groups of students are learning through hands-on activities. Simply demonstrating how to use the equipment cheats students of a vital part of the curriculum—hands-on lab work.

Once the program was organized, instructional materials were assembled. Current materials offered by textbook publishers seemed inappropriate because the content scope was too narrow or too vast or the instructional level was too low or too high. Consequently, like many other community and technical college faculties, MATC staff drafted instructional materials from many sources, extracting information and protocols from resource manuals, company literature, and technical books and journals.

To increase awareness of the programs, MATC became involved in the development of a secondary-school curriculum for both an articulated course under the umbrella of Tech Prep and the development of a two-year

school- and work-based youth apprenticeship program. These activities fall under the broad umbrella of school-to-work (STW) programs. In Wisconsin, STW encompasses a broad range of programs from career exploration to a highly structured youth apprenticeship program (YAP).

YAP involves school-based instruction and on-the-job participation for high school juniors and seniors, culminating in a certificate of competency in entry-level skills. Students receive high school credit for the YAP curriculum. Some programs establish a direct link to a technical college program, and advanced standing through articulation is available to the YAP participants. Funding from NSF's Advanced Technological Education Program has allowed MATC to develop curriculum and disseminate the model for a YAP in biotechnology.

Partnerships are needed to link industry, K–12, and post-secondary systems (both the university and the technical college systems). Without industry as a partner, these projects fail to link potential employers with students who participate in these projects. Success of the initiatives depends on the commitment of the partners and on their ability to overcome barriers. All partners must commit time, staff, and other resources to the project and must represent the full spectrum of the educational and industrial resources.

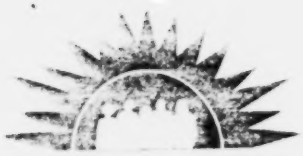
Barriers can include the lack of articulation and hesitancy of some employers to participate in YAP. Further, the issue of "tracking" high school students into a curriculum that reduces or eliminates choices is one of the arguments against many of the STW programs. Incorporating new technologies into the K–12 system, especially the secondary system, must be accomplished without tracking.

The ATE project also aims to develop instructional materials and curriculum guides that are useful on a larger scale. Efforts are underway to develop instructional materials that can be used, extrapolated, extended, and modified to fit the needs of the schools and regions that choose to use them. From its industry assessment in Wisconsin, MATC strongly concluded that each state or community or technical college should assess its progam needs before adopting any available materials.

Wisconsin, often viewed as a conservative state, has been forward looking in its development of these important programs. Implementors have viewed the difficulties and barriers confronted in this program development as the checks and balances that new ventures require. Despite limited resources, all institutions must consider where our states and the nation are heading. We must meet the challenge to develop a skilled workforce—and offer all students opportunities that prepare them for the work world ahead of them.

Assessing High-Performance Work Skills

Cabot Jaffee, Jr.



CABOT JAFFEE, JR.
Vice President, ESS, Inc.
Maitland, Florida

With expertise in industrial/organizational psychology and computer science, Dr. Jaffee conducts testing, validation studies, electronic selection, assessments, job analysis, managerial development, performance appraisal, and legal concerns associated with personnel evaluation. He consults for many large businesses, has published several articles and a book, and is an international conference presenter.

Electronic Selection Systems (ESS) and Learning Resources, Inc. (LRI) have developed an industry-validated, education-tested, and the Secretary's Commission on Achieving Necessary Skills (SCANS)-based system that assesses skills critical to workplace success. Currently, North Carolina has a statewide license and makes this program, Workplace Success Skills (WSS), available to each of its 58 community colleges.

The ESS/LRI assessment system is keyed to employer-confirmed, SCANS-defined, foundational or work-preparedness skills for entry-level positions in industry. It assesses observable behaviors in the areas of thinking skills and personal qualities. This system is characterized by the following qualities:

- rigorous validity of state-of-the-art assessment technology,
- heavy employer involvement in system planning, development and validation,
- ease of administration and use,
- modular structure,
- realistic length,
- clear and legally supportable results, and
- low-cost acquisition and administration.

This video testing technology plays an important role in assisting American business to meet current and future challenges surrounding the entry-level workforce. Its five distinct sections—video vignettes, listening, structuring work activities, trainability, and charts and graphs—are designed to assess and document an individual's unique job-related skills and abilities. In each section, test takers observe realistic situations and then respond to questions about actions and decisions relating to these situations. The test is accurate, fair, relevant, and cost-effective and is also a validated program in which test results are computer scored. The feedback report details the skills, strengths, and weaknesses of the test taker. It also identifies developmental strategies to improve any weaknesses. Students can present this report to employers to document their level of competence in high-performance work skill areas.

Associate degree and certificate students in community and technical colleges, high school

students, adult learners, and others need to know the extent to which they have the workplace skills required by employers. This program helps educational institutions to counsel individuals by identifying where school-to-work education, training, or experience is required to ensure student success.

WSS can also enhance an institution's workforce development, business and industry, and contract training efforts. Institutions can use the system to help firms assess the specific training requirements of current workers and the hiring suitability of new employees. The program enables firms to identify and prioritize the training requirements of each individual assessed.

Organizations use the system for selection, promotion, restructuring, and development, as well as for measuring the effectiveness of current training programs. U.S. Department of Labor and Health and Human Services programs, prisons and others in the employment and training communities should find wide use for this program.

Skills Standards

Mikala L. Rahn

MIKALA L. RAHN

Research Associate, MPR Associates, The National Center for Research in Vocational Education
Berkeley, California

Mikala Rahn spent the last four years conducting research in the areas of accountability, standards development, and school-to-work transition with a special interest in the relationship between federal, state, and local governments. She is the primary author of two of the chapters in the most recent National Assessment of Vocational Education (NAVE) report on performance measures and standards and industry skill standards.

Under the leadership of Secretaries Robert Reich and Richard Riley, the Departments of Labor and Education have intensified their commmitment to develop a national system of voluntary skill standards and certification. The **Goals 2000: Educate America Act** underscores the need to strengthen connections between education and employment, specifically through the establishment of a National Skills Standards Board. This Board will ensure a framework to develop and implement a national system of voluntary skill standards and certification through voluntary partnerships that have the full and balanced participation of business, industry, labor, educators, and other key groups.

Occupational skills standards identify the knowledge, skill, and level of ability an individual needs for successful workplace performance. Standards ensure accurate communication among employers, educators, trainers, and workers regarding the skills needed and the skills possessed. Standards can be tailored to any occupational cluster or industry to reflect particular needs and economic environments. It is a matter of choice, however, whether an employer requires certification or a worker seeks to obtain it.

For decades, America has held the competitive advantage in the world marketplace on the basis of superior mass production. Now, in a new economic environment, this strategy no longer ensures continued success, with market emphasis on quality, variety, timeliness, customization, and convenience. Further, increased mobility of capital and technology makes it easy to replicate production factors anywhere in the world, with one exception—workforce skills.

Our continued competitiveness depends on the skills, adaptability, creativity, and knowledge of American workers. Our greatest problem lies in the lack of connection between skills needed in the workplace and skills imparted through education and training. The limited range of nationally recognized credentials also hinders the process, since these are usually reserved for the college-educated with few options for the other 75 percent of Americans. This results in increased hiring and training costs, restricted employment opportunities, lack of quality assurance and a direct challenge to our ability to compete.

Workplace Competencies and Skills

Robert C. Korte

ROBERT C. KORTE

Director, Workforce Development Programs, American College Testing
Iowa City, Iowa

As Director of the Workforce Competencies and Skills Project at ACT, Dr. Korte is responsible for the overall management of a project that identifies generalizable work behaviors, knowledge, and skills through a national job analysis study. Prior to joining ACT, he was a consultant to the Michigan Department of Education. He has also been actively involved with statewide commissions and governmental agencies responsible for setting and implementing state education and employment training policy.

What skills do employers look for in workers? Since 75 percent of America's workers will not attend college or complete a baccalaureate program, how can they obtain the skills they, and the nation, need to successfully compete in the global economy? How can businesses striving to become high-performance workplaces find the skilled workforce they need? In response to these needs, the U.S. Departments of Labor and Education and the Office of Personnel Management formed a partnership to develop assessment measures of workforce competencies and skills as they were defined by the Secretary's Commission on Achieving Necessary Skills (SCANS).

The assessment measures will provide data about the skills of America's current workforce and about the skills individual workers need for the nation to compete aggressively in the global economy. However, the specific competencies and skills needed must be determined before the assessment tools are created. Therefore, a National Job Analysis Study (NJAS) has been designed to empirically identify competencies that are common across occupations. After this identification occurs, valid measures can be created to help guide the education and training of America's workforce for high-performance workplaces.

An ever-changing workplace often demands that America's workers move from a job with its specific requirements to a totally different position. This new workforce needs skills that are common across occupations and that are linked to employee success in high-performance organizations. The NJAS identifies these cross-occupational skills and will build on SCANS as it identifies a comprehensive taxonomy of behaviors necessary for worker success. In addition, three study outcomes link behavior establishment as the basis for assessment and instruction:

- Construct a blueprint for use in developing content-valid workplace assessments.
- Establish proficiency levels for the behaviors, based partly on the relationship between the need for the behaviors and time on the job (e.g., at entry, after six months, after one year).
- Develop exploratory models of the relationships

among all the behaviors in the taxonomy.

NIAS will survey job incumbents across a representative sample of occupations. A panel of experts and other outside consultants will assist American College Testing (ACT) staff in constructing the surveys, interpreting the resulting data, and assigning the behaviors to taxonomy dimensions. The study will be conducted in two phases.

The first phase will identify an initial set of core behaviors common across occupations. Phase II will verify these behaviors, link them to high-performance organizations, and establish their relationship with job tenure.

The past decade has generated rising concern that American workers lack sufficient workplace skills to meet the challenges of technological advances, organizational restructuring, and global economic competition. Increasingly, new jobs require even entry-level employees to possess problem-solving, communications, and personal skills and, often, some computer literacy. By the year 2000, continuing trends in basic skills deficiencies will cost American business billions of dollars annually for remedial training programs for new employees alone. The Work Keys System from ACT, an innovative response to this problem, is a national system for documenting and improving workplace skills.

ACT, a not-for-profit educational organization, has long provided action-oriented assessments used for educational and career planning and decision making. With the creation of the **Center for Education and Work** and its first program, Work Keys, ACT has expanded its services to better assist all learners, along with business, industry, labor, and education. For example, as individuals obtain relevant, reliable information about their own skill levels and the skill requirements of jobs they want, they can make optimal career and education decisions. Employers can use Work Keys to identify job skill requirements, thus helping them select or train employees. Educators can use the job skill information to develop appropriate curricula and instruction.

In conjunction with employers, educators, and experts in employment and training requirements, ACT identified *generic employability skills*—skills crucial to effective performance in most jobs. Of these, twelve carefully chosen elements form the basis of the Work Keys System. They include:

- reading for information
- applied mathematics
- listening
- writing
- teamwork
- applied technology
- locating information
- observation
- speaking
- motivation
- learning
- managing resources.

Work Keys' metric, or measurement scale, can compare an individual's employability skills to a particular job's requirements. Formerly, no existing metric could measure both the generic employability skills required for specific jobs and those same skills attained by the individual workers. Work Keys' universal metric translates skill requirements for individual jobs into proficiency levels. For example, this information will help schools determine how better to prepare students for the workplace and helps businesses identify employee qualifications and design job-

training programs. As individuals see a direct connection between their education and qualifications for jobs, their persistence and achievement should improve.

Work Keys is also a multifunctional program with the four following interactive components:

- profiling
- assessment
- instructional support
- research and reporting.

The profiling component yields job profiles and occupational profiles. Job profiling systematically identifies the tasks most important to a specific job in a particular company and analyzes those tasks to determine the skills and skill levels required to perform that job effectively. Businesses can use job profiling to establish standards for employee selection and other decision making. The more generic occupational profiles identify skills and skill levels required to perform an occupation across industries, companies, and positions. Educators can use occupational profiles in setting instructional targets of standards. Individuals can also benefit from these profiles. For example, individuals can consult occupational profiles to discover the workplace skills necessary for competence in particular occupational areas. Someone desiring a specific job in a particular company can use the job profile to determine the skills needed to qualify for it.

The assessment component enables individuals to identify their personal skill levels. Work Keys' criterion-referenced assessments compare an examinee's performance on the assessments to an established scale or standard (e.g., the proficiency level of a skill that is required for performing a particular job effectively in a particular company). Assessment results identify areas that need further development in order for individuals to effectively perform the jobs they want or have.

Work Keys' instructional support component facilitates the development of appropriate curricula and effective instructional strategies for teaching the Work Keys skill areas. The upcoming series of *Targets for Instruction* will provide detailed descriptions of assessed cognitive and content skills and suggestions for teaching these particular skills, along with a resource list. Secondary schools, post-secondary institutions, and training programs can use this component to supplement existing curriculum to better meet workplace demands.

The research and reporting component forms the communications network of the Work Keys System. The Work Keys database contains job profiling and assessment components and serves as the basis for research and generates information for clients. Reporting involves the distribution of information to businesses, educational institutions, agencies, and individuals to provide information needed to make career choices, plan training programs, screen prospective employees, and support numerous other functions. A series of standard and customized reports ensure a convenient, accurate, and timely means of documenting and improving the nation's workforce skills.

Providing Basic Skills: Utilizing Mobile Lab and Implementation of One-Stop Career Centers

Robert Mullins

ROBERT MULLINS

Dean, RCU for Economic Development, Hinds Community College Raymond, Mississippi

Bob Mullins, a 25-year veteran of teaching and administration, is also a certified trainer in the areas of entrepreneurial training and leadership. His unit promotes economic development by meeting the training and development needs of business, government, and industry and, in 1989, established the new One-Stop Career Center, which began to generate a profit in 1991.

Two initiatives at Hinds Community College in Mississippi illustrate national workforce development issues: basic skills training delivery at the worksite and state-legislated One-Stop Career Centers.

Hinds' Resource and Coordinating Unit (RCU) for Economic Development was developed to assist the region's business and industry in becoming more productive, competitive, quality conscious, and profitable through the provision of customized job training programs and technical support services. Its workplace literacy program provides comprehensive services that include literacy audits and basic literacy training in order to help employees reach the GED level.

With the cooperation and assistance of local employers, Hinds' mobile computerized lab, a 28-foot motor home with 10 computer work stations, offers on-site instruction at a variety of locations in the college's service area. To date, the lab has served 38 companies. More than 2,500 workers have received on-site training at such companies as Frito-Lay, Armstrong, Siemens, Batesville Casket, and International Paper Company. Three on-site labs have also been established at the local industry.

Besides the mobile training services, Hinds and others have responded to the provisions of Mississippi's Workforce Act of 1994. The legislation established state and district Workforce Development Councils and the State Board for Community and Junior Colleges as the primary support agency. One-Stop Career Centers are being established at each of Mississippi's 15 public community colleges, with the state providing funds for building renovation, operational expenses, and equipment.

The centers will provide assessment, counseling, and referral services, as well as basic literacy skills training, vocational/technical training, and short-term skills training to individuals. Industries and firms are not left out. The one-stops will offer a range of services:

- job analysis, testing, and curriculum development;

- development of long-range training plans;
- preemployment training;
- workplace basic skills and literacy training;
- customized skills training;
- Total Quality Management training; and
- technology transfer information and referral services.

The Workforce Development Councils will monitor the centers' effectiveness, advise the governor and educational institutions, develop strategic plans, coordinate and integrate delivery of training, and oversee the development of a marketing plan to the employer community.

Basic Skills in the Workplace: If You Build It (Right), They Will Come

Donna Miller-Parker

DONNA MILLER-PARKER

Workplace Basic Skills Coordinator, State Board for Community and Technical Colleges Seattle, Washington

As a program administrator for adult literacy, Donna Miller-Parker has directed three National Workplace Literacy projects and coordinates the I-CANS Project, a statewide project to integrate the teaching of SCANS skills in a basic skills curriculum. Before joining the Office of Adult Literacy, she taught Adult Basic Education, English-as-a-Second-Language, and General Education Development, and she worked with Job Training Partnership Act clients, volunteers, and employers.

The Secretary's Commission on Achieving Necessary Skills (SCANS) report details foundation skills needed by all workers for the workplace of the future. Workers are increasingly being asked to make decisions and take responsibility for processes which were previously assigned to management. Working on teams and implementing quality processes or increasing performance measurements necessitate higher skill levels than previously required by jobs with more compartmentalized responsibility.

Many employers find that workers are not prepared for these new roles and have difficulty participating in or benefitting from the training that is provided. One reason may be reflected in the recent National Adult Literacy Survey (NALS), which revealed that as many as 40 percent of the U.S. population have inadequate basic skills to function effectively in our increasingly complex society. One can compare these statistics with employer expectations of the skills of workers as defined in the SCANS report. These two studies when juxtaposed show clearly the enormous gap between the workforce that exists and the workforce that is needed.

One way to address this gap is to provide basic skills training in the workplace for current employees. Providing skills training in the workplace not only makes participation more convenient and, therefore, more likely, it also allows for instruction to be targeted to the needs of the workers and of the employer. The best workplace basic skills programs employ cooperative efforts between the educational provider and the employer. Business, labor, and education all have goals to be met and contributions to offer; the best programs focus on shared goals and allow all partners to contribute.

Steps to creating an effective program include:

- Analyze the organizational need and ascertain whether this need can be met by basic skills instruction.
- Identify the important partners and organize a planning group at which each is represented.
- Work with this planning group to design a program that addresses the shared goals.

- Consider several models for providing instruction, e.g., classroom, technology-assisted, tutorial, or individualized instruction.
- Clearly explain program structure and participant incentives to potential participants.
- Create a curriculum that uses authentic workplace materials and also encourages participants to apply their new skills in a variety of settings and situations.
- Select instructional staff who fit into the workplace well.
- Plan for formative and summative evaluations as well as the evaluation of workplace impact.
- Keep all partners involved in all phases of project planning, operation, and evaluation.

How to Have Your Customers Tell Your Story

Rand A. Johnson

RAND JOHNSON

Director, Applied Technology Center, Salt Lake Community College
Salt Lake City, Utah

Rand Johnson directs Salt Lake's ATC, whose primary mission is to provide customized, quality training to area businesses. For more than 15 years, he has been developing training partnerships with businesses. He currently serves as the Vice Chair of the National Coalition of Advanced Technology Centers.

Between 1988 and 1989, Salt Lake Community College (SLCC) provided just over $100,000 in contract training to area businesses. Two years later, it provided more than $2 million in contract training to business customers. Why did the amounts change so dramatically?

The increase is directly attributed to improved marketing techniques employed by the college. Specifically, the college

- developed a new marketing strategy and video,
- implemented business forums, and
- improved the database for mailings to business customers and potential customers.

Marketing Strategy. *Have our customers tell our story* became the general marketing strategy of the college's Advanced Technology Center (ATC). The college staff used this approach when developing marketing tools and events to spread the word about ATC's services and to attract more area business as customers.

The college first tested this marketing strategy when it created a brief trigger film to promote ATC training services to local businesses. Titled *The Bottom Line*, the video features satisfied business customers telling their stories about working with the center. Thus, a serious message is presented in an upbeat and persuasive style. The film features chief executive officers and managers from McDonnell Douglas, Ford, Natter Manufacturing, and other companies who provide articulate and enthusiastic endorsements for the center. Their spontaneous comments were so good that the script was thrown away during the video production.

Business Forums. Using customers to tell the center's story was also the strategy behind the ATC Breakfast Forums. Designed as a series, these 90-minute business forums take place six times per year. Each forum features a spokesperson from a partner company who addresses an issue or practice at his or her company that may be of interest to other businesses in

the community. Some topics presented to date include: Building a Dynamic Corporate Culture; Meeting Business Objectives through Employee Empowerment; High Productivity Work Organizations: How We Got Lean and Mean; and Quality Is More than a Manual.

The college president serves as official host and welcomes the group, and the vice president introduces the guest speaker. Members of the ATC team spread themselves among the participants and use the time to get better acquainted with the business people there. Intentionally, the college has a minimal portion of the program.

When the speakers give their presentations at the breakfast forums, without exception, they address the value and quality of SLCC's customized training programs. These live, colleague-to-colleague endorsements have generated a positive impact for the center. New contract training opportunities have emerged directly from all of the breakfast forums held to date.

In addition to the breakfast forums, the college instituted the CEO Breakfast Roundtable Series, which provides SLCC staff with an opportunity to network with top-level decision makers and to obtain authoritative input on immediate business training requirements. The roundtables are organized by industry and are typically co-hosted by a partner company with credibility within the target industry. For example, the general manager of the local McDonnell Douglas plant co-hosted a recent aerospace executive roundtable.

During each roundtable, the college president and key college staff speak briefly about the range of college services available to business and industry. During the balance of the meeting, the group openly discusses concrete ways the college can provide better services to targeted businesses. At a biomedical roundtable, the group identified a need to conduct a training-related needs assessment of Utah's biomedical industry. As a result, center staff, assisted by several executives who attended the roundtable, developed such a survey. SLCC is using survey results to guide course development in the biomedical field.

Direct Mail Advertising. The college employs a full-time graphic design and commercial art professional who develops promotional brochures, press releases, and other marketing materials aimed at the business community. These highly professional marketing materials are both beautiful and effective. However, without a quality, up-to-date database, the marketing materials had limited impact on generating business for the college.

Consequently, the Advanced Technology Center developed a top-notch database that supports direct mail advertising. The database, connected to the administrative mainframe, is accessible to those with appropriate clearance. It contains information on both customers and potential customers. The information is derived from a number of sources, including Utah's Department of Community and Economic Development, Economic Development Corporation of Utah, local trade associations, and customers who use the college training services. The information is continually updated, a process that requires commitment, time, and resources. For SLCC, this investment has generated significant results, including an increased awareness of programs

and courses, particularly first-time programs that previously required several market introductions before they were successful.

Know Your Market. One other key to a successful marketing strategy is to know the market. Marketplace assessments, conducted in a variety of ways, include telephone surveys, direct mail surveys, and personal interviews. These assessments have become an integral part of the center's marketing system.

The college's industry partners also helped to develop surveys. When administering a survey, the center's staff emphasizes the college's desire to be flexible and to respond to the needs of the business community. The results frequently help identify the need for new course offerings. College staff also use survey information when making follow-up calls on business.

SLCC's former college president summed it up best when he said, "Salt Lake Community College is Utah's best-kept secret." Without a doubt, getting the word out to potential business customers is a challenging task. SLCC learned that a sound marketing strategy can make a major difference. Perhaps, some of the marketing practices identified in this article can help other community colleges promote their regions' "best-kept secret."

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Effective Technical Presentations: The Tell That Sells

Jim Cialdella

JAMES CIALDELLA

Senior Consultant, Organizational Development Systems, Inc.
Houston, Texas

Jim Cialdella, an experienced organization, management, and professional development specialist, has an extensive track record in stimulating personnel performance and capabilities. He has worked with management and technical professionals in a variety of industries, government, and nonprofit organizations.

Today's business audience is asking: "How can what you're saying impact my company's bottom line?" To be successful, professionals, including community college business industry liaisons, must know how to create and deliver dynamic presentations by integrating their message into the challenges and opportunities facing their audience.

First, a presenter must develop clear objectives to ensure that the presentation leaves the audience thinking, feeling, and doing what is desired. The presenter must also complete an audience analysis in order to understand the needs, wants, and interests of each of the listeners. This analysis can be accomplished by identifying who the audience is, their role, and their priorities, by assessing their current knowledge, by understanding what they need to know, by evaluating their interests, and by considering how much to tell them.

The presentation's introduction is extremely important. The introduction should establish credibility, create interest, identify audience benefits, and set the presenter apart from everyone else. In order to effectively open a presentation, a dramatic statement, a rhetorical question, a real question, a headline, a personal story, a "slice of life," a prop, a statement of the main idea, humor, or an analogy should be used.

A well-organized message ensures that listeners can easily follow key points. Several methods of organization include: general to specific, categorical, status report, problem/solution, chronological or sequential, and movement from the familiar to the new (analogy).

A presentation's closing is as important as its opening. The three key parts of a closing are: restatement of the purpose/objectives, summary of key points, and call to action.

Last, the message should address the audience's needs by ensuring that the training or education product supports the business goals of the customers.

Make Your College Think Like a Business

Ray Compari

RAY COMPARI

Director, Business Assistance Center, Cumberland County College
Vineland, New Jersey

Since the inception of Cumberland's Business Assistance Center in 1988, Ray Compari has overseen all its operations focusing on customized training and economic development. Ray previously spent nearly 10 years in the manufacturing industry dealing with production issues and employee training. He continues the struggle to bring "bottom line" business philosophies to the academic environment.

Community colleges throughout the nation have recognized the vital and challenging role they must play in the urgent need to invest in the development of America's human resources. Clearly, the same is true for New Jersey's nineteen community colleges, which have a long history of serving their individual communities with locally accessible, affordable, diverse, and market-driven programs.

Today, New Jersey's community colleges go well beyond simply offering traditional credit education and training programs. They work directly with employers, workers, and employment and training agencies to design and offer programs and services which respond to the rapid and intensifying changes in the state's economy. As New Jersey moves from manufacturing toward service and information processing, the colleges seek to provide the increased education and training workers need.

Each institution has personnel designated to respond directly to specific local workforce and customized training needs and programs. Many of the county community colleges have established small business development centers, business and industry technical assistance and technology transfer programs, and training and outreach centers for employed, unemployed, and underemployed workers.

Three years ago, the Council of County Colleges reaffirmed this proactive role of New Jersey's community colleges in the economic and workforce development of the state. Recognizing the strong role played by each institution in the economic development of its own county, the Council broadened its workforce enhancement philosophy. This commitment to strengthen interinstitutional links through shared objectives, resources, and talent will enhance colleges' collective capability to provide business, industry, and current and future employees with the broadest possible range of services, information, and support.

Now, the next logical step has been undertaken—the establishment of the Network for Occupational Training and Education (NOTE), a statewide resource for human resource development. This collaboration among New Jersey's nineteen community

colleges establishes a mechanism to anticipate and address changing labor market needs. Further, NOTE responds to those needs with training and retraining programs that provide workers with occupational competencies required by both large and small businesses throughout the state. NOTE also focuses on easy access by business and industry to the high quality training and retraining programs available through New Jersey's community colleges. It fosters the exchange of information, resources, and talent among the colleges, business, industry, government agencies, and other groups involved in the employment and training system. NOTE is designed to accomplish the following:

- maximize the impact of programs and services vital to improving human resources productivity;
- design and/or revise curriculum and programs to respond labor market and labor force needs;
- regularly reexamine current occupational offerings and services and modify them as needs change; and
- facilitate economic growth and its resultant benefits by promoting retraining as a lifelong process.

The Department of Higher Education awarded a seed grant to Mercer County Community College to coordinate the implementation, structure, and services of NOTE in collaboration with the other county community colleges. During the first nine months, the NOTE membership:

- developed and implemented alternative statewide strategies that would better inform employers about the types and extent of training, retraining, and other services available through the county community college system;
- established online access to information about sector-wide education, training, retraining, and service offerings for business and industry, including selection by multiple variables, e.g., subject, level, and geography;
- increased direct employer involvement in determining (1) barriers to training, retraining, and other programs and services, (2) common course offering needs, and (3) curriculum development needs through the use of focus groups;
- developed the capability of staff at member institutions to serve as focus group leaders and Developing-a-Curriculum facilitators to enhance the sector-wide capability of colleges as a resource for increased employer involvement in workforce enhancement efforts; and
- established a multi-year strategic plan to continue and expand the efforts and services of NOTE to the benefit of the state's economic development.

The NOTE membership developed its long-range goals and strategic plan with the direct input of business and industry statewide, as well as with input from state agencies and local representatives involved in labor force and economic development. Expanding on the base services developed during the initial nine months, the three-year long-range plan may include: expanding the capacity of the database and user availability, expanding the scope of programs and services required by employers and workers, and examining opportunities for enhancing responsiveness to workers' job-readiness needs.

Pricing

Susan Van Weelden and Daphne Starr

SUSAN VAN WEELDEN

Associate Dean, Economic Development, McHenry County College
Crystal Lake, Illinois

With an extensive background in business, economic development, and education, Susan Van Weelden is also a certified quality improvement facilitator. She has published several articles on community colleges and workforce development initiatives.

DAPHNE STARR

International Business Expert and Business Training Specialist
Crystal Lake, Illinois

Daphne Starr managed export and government sales for an Illinois firm. Active in international business circles, she has served on numerous councils and currently works with McHenry County College's Center for Commerce and Economic Development.

At McHenry County College (MCC), the components of the Center for Commerce and Economic Development (CCED) include the many services delivered by the Small Business Development Center, the Procurement Assistance Center, the on-campus Workshop and Seminar Program, and the Business Contract Training Center, as well as special projects in economic development.

The Small Business Development Center provides one-on-one counseling for small-business owners and managers, along with workshops, seminars, and roundtables. Clients also receive help with developing business and marketing plans, obtaining government loans, and exporting. The center employs one full-time person and offers assistance free of charge.

The Procurement Assistance Center provides free assistance and information about bidding on government contracts and also gives procurement leads. Its full-time director, on call to McHenry County business every day, divides office time between two locations.

The Workshop and Seminar program uses industry-experienced trainers and consultants for presentations in technical areas, sales and marketing, office skills, cultural training, quality, and leadership. Program offerings are open to the public and administered by a three-quarter-time coordinator.

One full-time and two half-time specialists oversee the Business Control Training Center. The Center conducts comprehensive needs assessments, contract training in areas such as technical skills, team building, computer training, ISO 9000, and leadership. It also helps companies write policies and procedures, emphasizes quality training, and assists with obtaining grants.

Special projects in economic development—staffed by one full-time staff member and involving other CCED staff members—include:

- partnerships with organizations and companies to increase and enhance training and support capabilities;
- economic development projects, such as the

workforce development symposium;

- training in grant assistance, funding sources, etc.;
- alliances and consortia to leverage resources; and
- networking and legislative activities on local, state, and national levels.

A useful tool in MCC presentations includes a business case study approach that emphasizes the pricing structure and the diversified programs required for a single company.

Factors related to pricing include hiring appropriate instructors, specific strategies, collaboration with occupational education, and coordination and administration of grant funds.

Job Analysis and Assessment

Kimberly D. Barger

KIMBERLY D. BARGER

Coordinator of Technical Organizational Development, Madisonville Community College
Madisonville, Kentucky

Kimberly Barger has responsibility for implementing the Work Profiling System and assessment center activities for fourteen colleges. She administrated the state's first Behavioral Assessment Center and has helped develop several other such centers. In addition, she has developed and delivered many training programs for industries and organizations throughout Kentucky.

In November 1993, the University of Kentucky Community College System (UK CCS) launched a new program to fill the organizational development needs of Kentucky's businesses and industries. A few colleges in the community college system had begun to aid industries in the selection of employees.

These colleges used a behavioral assessment method to screen potential employees for companies on a contract basis. The behavioral assessment process involves creating and customizing situational exercises that allow potential employees' behaviors to be observed and analyzed. Only job-relevant behaviors—such as, problem solving, communication, team building and leadership—are assessed. Although the behavioral assessment method effectively screens applicants for hire and is still available to clients, it can be expensive and time intensive.

UK CCS began to look for other cost-effective and productive ways to meet its clients' assessment needs. As a result, UK CCS purchased a technologically advanced computer system, the Work Profiling System (WPS), from Saville Holdsworth Ltd.

WPS offers a structured approach to analyzing jobs using standardized questions and expert computer system technology. It provides detailed information about job content and context, personnel requirements, and a suggested assessment regime. WPS uses psychometric principles to assist the decision maker by accurately providing complex information in a comprehensive format. Housed at Madisonville Community College, it is operated by the Technical Organizational Development (TOD) Office. This office serves all 14 Kentucky community colleges and coordinates behavioral assessment programs in addition to the WPS services. A coordinator, in cooperation with the business and industry liaisons and continuing education coordinators at each college, operates the office. Since its inception, the program has expanded from selection and screening services to clients using the WPS and other methods, to become a full-service human resource consulting system.

The TOD program at Madisonville Community College has an extensive role. The coordi-

nator works with each of the colleges in performing job analyses using the WPS method. The study identifies and collects essential job information, such as job tasks, job context factors, skill and ability requirements of the job, and other organizational information. This job analysis can be performed at any organization, regardless of its size or type, and can be used to collect information about managerial, clerical, service, manual, professional, technical, or administration positions. The completed job analysis can be used to develop screening processes to select new employees, to promote employees from within, or to identify an individual's training needs. These selection processes can include behavioral assessment, ability testing, personality testing, structured interviewing, and other factors. The job analysis information can become the foundation for restructuring an organization's personnel system through the development of performance appraisals, training and development plans, job descriptions, team development plans, process improvement projects, reengineering plans, and job evaluation and compensation projects.

The computer system is maintained at one location to enable the UKCCS to create and maintain a database of the jobs in the state and corresponding skill and ability requirements. This database provides information that will strengthen the colleges' ability to provide appropriate training, retraining, and credit programs that will fill the needs of employers throughout Kentucky.

A How-To Approach to Grant Writing

Robert J. Visdos

ROBERT J. VISDOS

President, NETWORK
Washington, DC

Bob Visdos cofounded NETWORK: America's Two-Year College Employment, Training, and Literacy Consortium. With an extensive background in those fields and in communications and grantwriting, he served as assistant dean for resource development at Cuyahoga Community College and has consulted for over 50 different organizations.

The subjects of grant-writing and grantsmanship are near and dear to the hearts of many of the nation's community college workforce development practitioners and administrators.

Major elements of grant-writing and resource development are:

1. Identify the project.
2. Develop the initial proposal.
3. Identify appropriate funding sources.
4. Develop the proposal.
5. Write the proposal.
6. Prepare the budget.
7. Obtain internal review and approval.
8. Follow up with the funding source.
9. Receive notification of the successful bid award, or
10. Receive notification of the unsuccessful bid award.
11. Negotiate the contract.

Workforce development funding can also be obtained through a number of federal programs, including:

- U.S. Department of Labor (Job Training Partnership Act, Economic Dislocation and Worker Adjustment Assistance Act, Trade Adjustment Assistance Act and Defense Conversion),
- U.S. Department of Education (school-to-work, Tech Prep, and adult vocational education),
- U.S. Department of Health and Human Services (Job Opportunitites and Basic Skills Program and Job Opportunitites for Low Income Individuals), and
- U.S. Department of Housing and Urban Development (family self-sufficiency and comprehensive grant programs).

Some grant-writing techniques enhance the funding potential of specific activities. Collaboration with community-based organizations, other community colleges, business and industry, and vocational/secondary education are all ways to increase the funding potential of proposed projects.

Obtaining specific information about particular proposals and their development can help individuals enhance their grant-writing skills and increase the funding potential for institutions.

Competition and Cooperation in Modern Manufacturing: Implications for Community and Technical Colleges

Brian Bosworth

BRIAN BOSWORTH

Principal, Regional Technology Strategies, Inc.
Cambridge, Massachusetts

With 30 years' experience in economic and business development, Brian Bosworth now directs research, design, pilot testing, and evaluation of technology-based strategies to accelerate regional economic development. He served overseas with the Agency for International Development; in Indiana he was the Governor's executive assistant and chief operating officer of the Department of Commerce. He has consulted independently for several years.

Under-resourced small manufacturers struggle to compete in high-value international markets, which offer the greatest returns. Inexperienced at accessing public resources, they find too many single-solution providers for multidimensional problems. Community colleges must adjust their mission, capabilities, and delivery systems to remain relevant.

Why? Fundamental changes are taking place in the manufacturing economy. Markets, products, technology, and business structures are all undergoing change. Markets must adapt to segmentation of demand and intense foreign competition; situations are volatile. Products are moving from standardized to customized and are being made with higher levels of skill and technology. The more customized a product, the more value it has. Regarding technology, the routine is evolving into the flexible. Technology must accommodate a wider variety of customized products for shorter-lived niche markets, and there are economies of scope, not just scale. Changes in business structure include organizational decentralization, "hollowing out," specialization among supplies, and overall agility.

Seven critical dimensions of change face modernizing firms:

- installing advanced technology;
- using advanced business practices;
- understanding segmented high-value markets;
- managing credit and capital;
- upgrading the skills of workers and managers;
- reorganizing work; and
- cooperating with other firms.

Collaboration among firms becomes increasingly important as the basis of competitive advantage shifts from issues strictly internal to the firm to issues of external relationships among firms. The more successful high-value firms understand this and are learning from each other rather than from outside "experts." Modernization means

getting very good at high-value-added manufacturing, but it is most of all about being good at learning. Firms can collaborate by formal or informal cooperation, through membership organizations structured on the basis of sector or region, through customer or supplier networks, or through interdependent networks of firms.

The message for community colleges is to "walk the talk." Colleges should form consortia with other institutions, specialize, and optimize mutual complementarities. They should see a regional economy as a whole and focus on relationships among firms rather than just individual companies. In short, community colleges should (1) provide comprehensive services across all areas in which firms need help; (2) combine technical assistance with training; (3) create training and technical assistance networks; (4) link customers to their suppliers; and (5) become service "hubs" for area firms.

Manufacturing Industry

Scott W. Moon

SCOTT W. MOON

President, RES Manufacturing
Milwaukee, Wisconsin

Scott Moon served as director of the Young President's Organization Manufacturing Project and helps promote manufacturing excellence, quality practices, and skill development. He helped establish a Quality and Education Initiative that united 16 education, government, and manufacturing groups. He is a marketing and management expert.

In 1987, RES Manufacturing made a fundamental, long-term decision to develop its workforce skills. Initial plans called for a company-wide skills assessment. RES' management was shocked to find that much of their workforce lacked even the most basic of skills. However, their local vocational college indicated that the basic skills level at RES was comparable with most of American industry.

The company chose a course of action for skill development that entailed strong definition of cultural values, intense engagement of community resources, and setting high expectations for skills improvement. Direct out-of-pocket expenditures were negligible and the company did not pursue any government-funded support.

By 1991 RES had made significant gains in workforce basic skills and began to undertake more advanced skill development related to technical skills and quality improvement. The company began to see sizeable business gains in sales growth and profitability.

It became evident that the skills issue was fundamental to the ability of associates to create value for customers and in turn, improve their own standards of living. Associate skill development at RES had nurtured a strong sense of pride, involvement and customer commitment.

Manufacturing Assessment

James Brown

JAMES BROWN

Coordinator, Northwest Manufacturing Outreach Center, Wisconsin Indianhead Technical College
Shell Lake, Wisconsin

Jim Brown has worked for 15 years at Chippewa Valley Technical College in a variety of supervisory and training positions. In addition to his work in education, he has worked extensively in industry, most recently for Amoco Foam Products Company as an automation engineer. He directs a National Institute for Standards and Technology (NIST) manufacturing grant.

Manufacturing is a key contributor to Wisconsin's economic health. Companies that excel respond to customer demands for high quality, low prices, and product availability. However, of its 7,500 small to midsize manufacturers, only 20 percent have adopted the latest modernization strategies or fully implemented new technologies. The other 80 percent face considerable "competitive risk" that threatens jobs and local economies. Lack of awareness, isolation, minimal assistance, regulations, and funding challenges all contribute to this risk.

In response, the Northwest Wisconsin Manufacturing Outreach Center works with regional manufacturers in a comprehensive technology transfer. This economic development process helps improve productivity and includes:

- on-site needs assessment;
- assistance in implementing new strategies, technology, and processes;
- organizational, technical, and training assistance;
- selection of appropriate technology; and
- a one-stop reference and referral service.

The assessment process identifies the company's level of modernization and either offers direct assistance or refers it to the appropriate organizations.

Beginning with an understanding of today's manufacturing environment and strategies to respond effectively to change, assessment analyzes the gap between a company's present position and that of its best competitors.

A plan of technical assistance and training helps the company to close the gap. This plan includes Just-in-Time production, Total Quality control, appropriate technology, and employee involvement that includes problem solving as part of the job description. In essence, it offers a road map for positive change and continuous improvement to meet the demands of today's competitive markets.

ISO 9000

Dennis Kelly

DENNIS KELLY

Associate Director of Audit Programming, Center for International Standards and Quality, Georgia Institute of Technology
Atlanta, Georgia

Dennis Kelly, senior research engineer, RAB Certified Lead Auditor, and registered Professional Engineer, has helped more than 100 companies implement ISO 9000. He provides industrial engineering assistance and conducts workshops on TQM, ISO 9000, military quality systems, microcomputers, and related subjects.

Most small and midsized companies do not have a documented, demonstrable quality management system. Many managers erroneously believe that quality is achieved through strong admonitions to "do it right the first time." Excellent product and service quality, however, don't just happen. They result from a defined and implemented plan to manage all aspects of the business. The ISO 9000 series of international quality standards provides a structure on which to build an effective quality management system.

The ISO 9000 series of standards is a family of documents developed by technical committees of the Geneva-based International Organization for Standardization (ISO). The objective of the ISO series is to establish internationally acceptable quality system standards that (1) provide a management guideline to maintain desired quality at optimum cost-efficiency, and (2) through compliance, create customer confidence in the company's ability to consistently deliver the desired quality performance. ISO standards are generic in that they apply to a wide variety of enterprises. They are not process, product, or industry specific. Management has great latitude in designing the most cost-effective system to meet ISO requirements.

An American standard is being developed by the American Society for Quality Control (ASQC) for education and training institutions (ANSI ASQC Z1.11). When completed, this document will put the ISO contractual standards in language that is commonly used in the education arena. This may provide a basis for registering educational institutions to the ISO 9000 standards.

In addition to implementing ISO as a means to improve the quality of education, many colleges, universities, and technical centers could assist local companies to become aware of what ISO can do for them. The unique relationships between education and industry provide many opportunities to convey this knowledge.

For example, the Georgia Institute of Technology in Atlanta has established the Georgia Tech Center for International Standards & Quality (CISQ). Using linkages established between local firms and regional industrial

assistance service providers. CISQ provides a broad array of services for companies in Georgia and throughout the Southeast. It offers a complete series of open enrollment and in-plant training courses. Experienced CISQ engineers also provide baseline quality system audits and assist in evaluating a firm's approach to ISO 9000 compliance. A subscription referral service, called SQUIRE, provides access to the latest information available on European Economic Community standards, regulations, and product directives. Along with a major utility, Georgia Power Company, CISQ has also played a key role in establishing an ISO 9000 user network where firms meet regularly to exchange information about ISO implementation.

ISO 9000 provides a good framework for companies to manage quality. This can have a strong positive impact on company profits, even if formal registration to ISO 9000 is not a company goal. Education providers with credible outreach programs and expertise in ISO 9000 can improve the economic future of companies in their service region.

[Editor's Note: Excerpted from Section II of *The Critical Link: Community Colleges and the Workforce*. Lisa Falcone, ed. (Washington, DC: American Association of Community Colleges, 1994)]

Using the Baldrige Criteria to Advance an Educational Quality Initiative

Tricia Euen, Betsy Hertzler, and Sharon Koberna

TRICIA EUEN
Occupational Programs Specialist, Maricopa Community Colleges, Phoenix, Arizona

BETSY HERTZLER
Social Science Faculty and North Central Association Cochair, Mesa Community College, Mesa, Arizona

SHARON KOBERNA
Total Quality Management Coordinator, Rio Salado Community College, Phoenix, Arizona

This interactive session introduced the new Malcom Baldrige National Quality Award for Education. The award's underlying philosophy requires recipients to incorporate total quality principles into total quality learning. The session examined a case study of the accreditation process necessary to earn the award. The Baldrige criteria offer an excellent system to obtain meaningful change. They use ten core values and concepts to obtain student stakeholder-driven quality, leadership, continuous improvement, full participation, fast response, design quality, and prevention, long-range outlook, management by fact, partnership development and public responsibility. Measuring student outcomes, the latest trend in assessment and accreditation, ties directly to this system.

Local Government Role with Community College and Business

Debra L. Reed

DEBRA L. REED
Economic Development Consultant, City of Burbank, Burbank, CA

Local government can often help business and industry identify needs and sources of assistance. One city's office of economic development surveyed its community, often alerting citizens to services available through local community college programs and personnel.

Just-in-Time Training

Dennis Bona

DENNIS BONA
Director, Regional Manufacturing Technology Center, Kellogg Community College
Battle Creek, Michigan

Kellogg Community College has taken advantage of a local partnership with industry and government to develop a training program that truly responds to customer needs. It features tailored curriculum—available every day, year round—and total scheduling flexibility.

Effective Contract Training Systems in Two-Year Colleges

Russell Hamm

RUSSELL HAMM
Vice President for Instruction, Arapahoe Community College
Littleton, Colorado

This interactive session analyzed the role and philosophy of two-year college contract training and presented a strategy for conceiving and establishing a contract training/business service center. It also introduced a series of specific issues, including marketing strategies, partnerships, internal college relations, "hot" new training opportunities, and more.

Motorola Train-the-Trainer and Certification Process

Judy Walden

JUDY WALDEN
Motorola Consultant
Phoenix, Arizona

Motorola has become a national leader in workforce training and quality work environments. The company's train-the-trainer and certification process has greatly contributed to Motorola's success.

Selected References

American Association of Community Colleges. *The Workforce Training Imperative: Meeting the Needs of the Nation.* Washington, DC: American Association of Community Colleges, 1993.

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AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
National Center for Higher Education
One Dupont Circle, NW, Suite 410
Washington, DC 20036

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DEVELOPMENT
INSTITUTE

Workforce Training: A Sound Investment

January 18–21, 1995
SunBurst Hotel and Conference
Center
Scottsdale, Arizona

Sponsored by the
American Association of Community Colleges
with support from the U.S. Department of Labor

Welcome!

The American Association of Community Colleges welcomes you to its second Workforce Development Institute in Scottsdale, Arizona, January 18–21, 1995. This conference will better equip you, as community college professionals, to advance the workforce training services in your local community.

About the Institute

Designed as a comprehensive program for community college-based workforce service providers, including both faculty and administrators, the institute will provide participants with resources and training to meet the workforce development needs of both employers and employees.

The Theme

Under the theme *Workforce Training: A Sound Investment*, experts from business, education, and government will present the most up-to-date workforce training methods and techniques. The program focuses on practical applications for improving community college workforce services. Hands-on sessions allow participants to interact with presenters and each other.

Accommodations

The SunBurst Hotel and Conference Center is the site of all conference activities. Convenient to downtown and Old Town Scottsdale, it also offers fine dining, entertainment, swimming, tennis, and golf. Direct your questions about local activities, including trolley and van pickups, to the hotel concierge.

Location of Sessions

All sessions and events are held on the ground level of the hotel.

Conference Hosts

The Workforce Development Institute is sponsored by the American Association of Community Colleges (AACC) with support from the U.S. Department of Labor, and with the gracious assistance of the Maricopa Community Colleges.

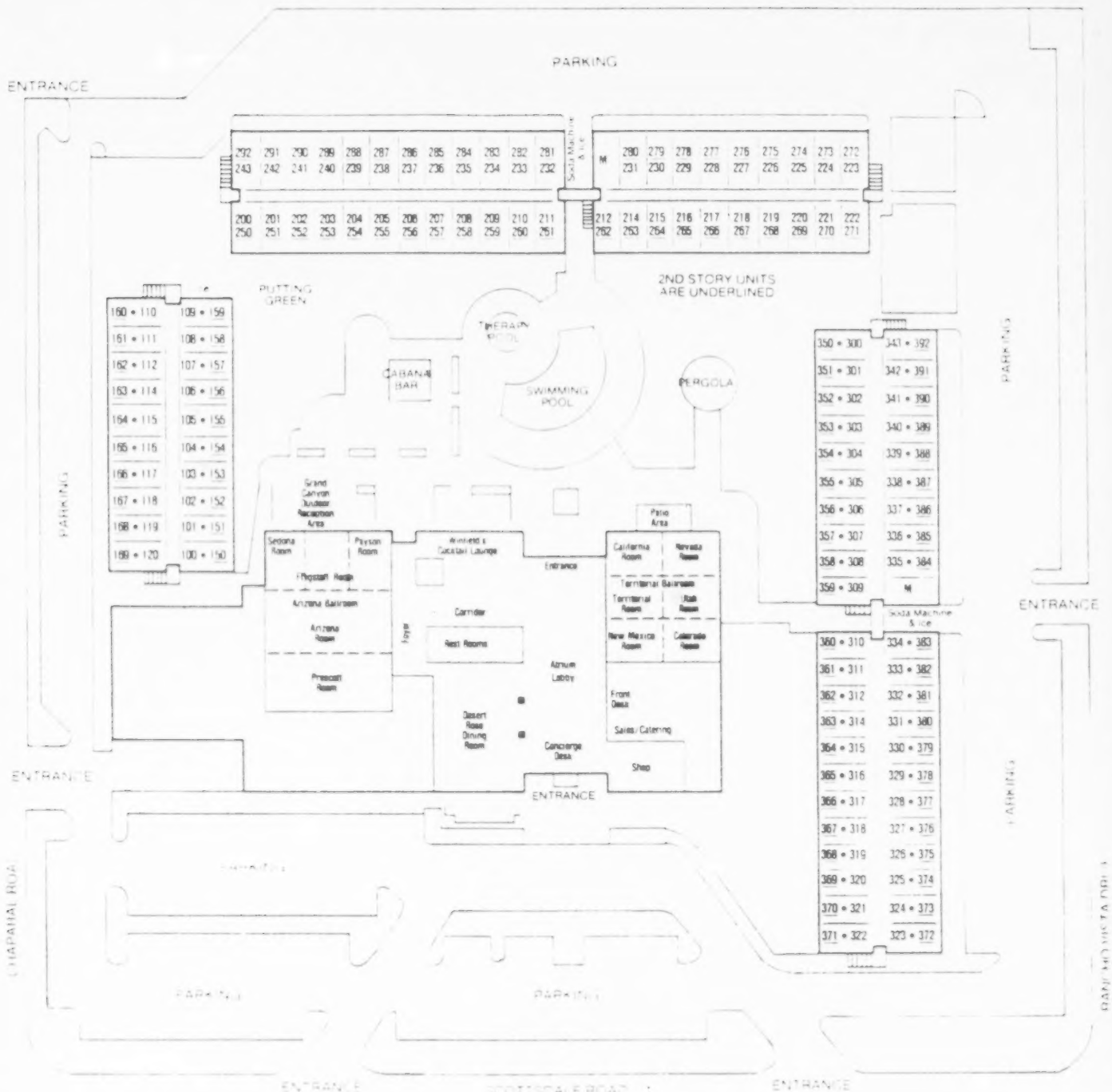
Schedule of Events

Wednesday, January 18

3:00–7:00 P.M.: *Registration*

5:00–7:00 P.M.: *Reception*

	Thursday, January 19	Friday, January 20	Saturday, January 21
7:30 til 8:30	*Continental Breakfast*	*Continental Breakfast*	*Continental Breakfast*
8:30 til 10:00	*General Session: #1* ■ Welcome ■ Introduction ■ Keynote Address *Embracing Diversity as a Plus in the Workplace*	*Morning: Session #1* ■ Just-in-Time Training ■ Effective Technical Presentations ■ Effective Contract Training Systems in Two-Year Colleges ■ Workforce Development in the Workplace of the Future ■ Workplace Competencies and Skills	*Morning Session: #1* ■ How-to Approach to Grant Writing ■ Contracting with Business and Industry ■ Advanced Technological Education (ATE) Program and Youth Apprenticeship ■ Job Analysis and Assessment ■ Using the Baldrige Criteria
10:00	*Break*	*Break*	*Break*
10:15 til 11:45	*Morning: Session #2* ■ Diversity in the Workplace ■ Future of STW Transition ■ Pricing ■ National Community College Workforce Database ■ Critical Success Factors and Critical Barriers to Coalition Building	*General Session: #2* ■ Networking Workforce Development Providers and Organizations	*Closing Session* ■ Workforce Development Services in a New Era
Noon til 1:30	*Group Luncheon* Speaker: David R. Pierce	*Group Luncheon* Speaker: Vic Trunzo	
1:45 til 3:15	*Afternoon: Session #3* ■ ISO 9000 *(continues next session)* ■ Manufacturing Industry ■ Assessing High Performance Work Skills ■ Work-Based Learning ■ Motorola Train-the-Trainer and Certification Process	*Afternoon: Session #3* ■ Providing Basic Skills ■ Manufacturing Assessment ■ How to Have Your Customers Tell Your Story ■ National Community College Workforce Database ■ Make Your College Think Like a Business	
3:15	*Break*	*Break*	
3:30 til 5:00	*Afternoon: Session #4* ■ ISO 9000 *(continued)* ■ Competition and Cooperation in Modern Manufacturing ■ Skills Standards ■ Workplace Development and the Union Perspective ■ Supplier Training	*Afternoon: Session #4* ■ Local Government Role ■ Providing Comprehensive Services to Small and Mid-Sized Companies ■ Basic Skills in the Workplace ■ Creating a Local STW Initiative and Incorporating Service Learning	
	Evening Group Social		



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SunBurst Resort Hotel
& Conference Center

ATLAS HOTELS

Conference Meals

Breakfast

Start your day with a continental breakfast, served Thursday, Friday, and Saturday mornings from 7:30 until 8:30.

Thursday Luncheon

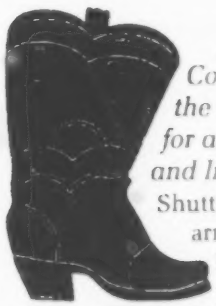
The View from Washington: What's New in Workforce Development?

Speaker

David R. Pierce

Dr. Pierce serves as president and CEO of the American Association of Community Colleges, a national organization that represents more than 1,200 community, technical, and junior colleges. He began his career teaching mathematics at the high school and community college levels, then served as educational chair, academic dean, and administration. Dr. Pierce has extensive experience at the local, state, and national levels in postsecondary education.

Thursday Dinner



Join Scottsdale's renowned Cowboy Dan at Reata Pass, the Original 1882 Steakhouse, for a fun-filled western dinner and live country music.

Shuttle leaves the hotel at 6:00, arrives at Reata Pass at 6:30. Dinner begins at 7:00. $20 per person. Cash bar.

Friday Luncheon

The Role of Community Colleges in the Employment and Training Administration's Workforce Development Strategies

Speaker

Vic Trunzo

Vic Trunzo directs the DOL's Office of Trade Adjustment Assistance (OTAA). This $300 million project provides reemployment services for workers dislocated because of foreign trade, including those covered under the Trade Act of 1974 and the new NAFTA Transitional Adjustment Assistance Program. He previously served as Acting Chief of the Training Policy Unity within the Office of Work-Based Learning where his responsibilities included policy development on emerging initiatives such as the School-to-Work program and efforts to enhance the investment in worker training by small and mid-sized U.S. firms. His academic background is in economics and international marketing.

Friday Dinner

On Your Own

A list of suggested restaurants and shops are included in your bag or may be obtained from the concierge.

8:30–10:00

Thursday Morning #1

Keynote Speaker

Samuel Betances

Dr. Samuel Betances is nationally recognized as an outstanding gifted, inspirational, and motivational speaker. His insights and commitment to workforce diversity rank him as invaluable in empowering leadership in private corporations, schools, universities, social service agencies, and community groups. As sociologist, educator, and professor of 20 years, he has taught race relations, the U.S. Latino experience, church and society, education and reform, and gender issues. His national and international travels, media exposure, sense of humor and bilingual/bicultural roots greatly enhance his creative commitment to equity and excellence in making diversity a plus for the bottom line.

Dr. Betances serves as a full professor of sociology at Northeastern Illinois University, Chicago; his specializations include education and reform, media and society, race and ethnic relations, sociology of religion, and divorce and the family. He also is a partner in a consultant firm. Articles by Dr. Betances include "African-Americans and Hispanics/Latinos: Eliminating Barriers to Coalition Building" and "My People Made It Without Bilingual Education, What's Wrong with Your People?"

General Session: #1

Welcome
Lynn Barnett, AACC

Introduction
James F. McKenney, AACC

Keynote Address: *Embracing Diversity as a Plus in the Workplace*
Samuel Betances

Diversity is one of the most urgent issues facing the public and private sector. Embracing diversity as a plus in an effort to create effective teams is the unique challenge facing heterogeneous societies like ours. In a dynamic and motivational presentation, Dr. Betances will engage conferees in a discussion that addresses the following:

- Defining the value-added dimensions of diversity while comparing how workforce diversity differs from affirmative action
- Perspectives on how AACC colleges can use diversity as a team-building tool to create coalitions of interest and not coalitions of color
- Enhancing communication among team members.

10:15–11:45

Thursday Morning #2

Presenters

Samuel Betances, Keynote Speaker
Souder Betances and Associates, Inc.
Chicago, Illinois

Michael Brustein
Brustein & Manasevit, Attorneys at Law
Washington, DC

An expert in education law and regulations, Michael Brustein has used his legal expertise to serve both in government and private practice and now counsels many educational organizations. He has helped draft several education bills, including the 1990 Perkins Act, and coauthored several education-related publications.

Susan Van Weelden
Associate Dean, Economic Development
McHenry Count College, Crystal Lake, Illinois

With an extensive background in business, economic development, and education, Susan Van Weelden is also a certified quality improvement facilitator. She has published several articles on community colleges and workforce development initiatives and presents at conferences.

Daphne Starr
International Business Expert and Business Training Specialist;
Crystal Lake, Illinois

Daphne Starr, a native of England, managed export and government sales for an Illinois firm. Active in international business circles, she has served on numerous councils and currently works with McHenry County College's Center for Commerce and Economic Development.

Robert J. Visdos and Richard Anthony, Jr.
NETWORK, Washington, DC

Bob Visdos, co-founder of the NETWORK employment, training, and literacy consortium, and Rich Anthony, NETWORK research associate, currently serve as workforce development consultants at the American Association of Community Colleges. Their work at AACC focuses on development of the AACC/NETWORK National Community College Workforce Development Database, which is housed at the U.S. Department of Labor's Technology Training Resource Center.

Mary Patino
Workforce Development Consultant, St. Louis, Missouri

Dr. Patino led the way in delivering the diversity training and contract education programs and business support services in a cost-recovery enterprise that grew to more than $2 million in grants and revenues. In addition, her small business markets group presentation skill materials and management training materials.

I *Diversity in the Workplace: Team Building, Communication*

Dr. Samuel Betances

Organizational change requires team building to create effective new work environments. Regardless of personal factors, team building can help people to think and act differently and work better within a diverse workforce. Discover ways to work together during times of organizational change, create effective communication strategies, and motivate people to become an effective team.

II *Future of School-to-Work Transition*

Michael Brustein

This session discusses the implications of a workforce consolidation bill and Perkins reauthorization on the school-to-work transition effort; recent developments in Washington, DC, on school-to-work funding; and the most salient issues community colleges face in school-to-work implementation.

III *Pricing*

Susan Van Weelden and Daphne Starr

This interesting session presents an overview of McHenry County College's Center for Commerce and Economic Development and in-depth information on the CCED's Contract Training Center. Learn more about costing and pricing of contract training and join in the discussion.

IV *The National Community College Workforce Development Database*

Robert J. Visdos and Richard Anthony, Jr.

Experience a hands-on demonstration of this new AACC/NETWORK database and discover its capabilities for workforce development services, economic development, and resource development initiatives. Attendees can review current database information from their colleges.

V *Critical Success Factors and Critical Barriers to Coalition Building*

Mary Patino

Mutually beneficial partnerships enhance an organization's effectiveness and marketplace competitiveness. Learn ways to form these coalitions and see how the community college can serve as an important vehicle to build this critical support network, along with how strategic planning helps form a shared vision and defines ways to overcome barriers to coalition.

1:45–3:15

Thursday Afternoon #3

Presenters

Dennis Kelly

Associate Director of Audit Programming
Center for International Standards and Quality
Georgia Institute of Technology, Atlanta, Georgia

Dennis Kelly, senior research engineer, RAB Certified Lead Auditor, and registered Professional Engineer, has helped more than 100 companies implement ISO 9000. He provides industrial engineering assistance and conducts workshops on TQM, ISO 9000, military quality systems, microcomputers, and related subjects.

Scott W. Moon

President, RES Manufacturing
Milwaukee, Wisconsin

Scott Moon served as director of the Young President's Organization Manufacturing Project and helps promote manufacturing excellence, quality practices, and skill development. He helped establish a Quality and Education Initiative that united 16 education, government, and manufacturing groups. He is a marketing and management expert.

Cabot Jaffee, Jr.

Vice President, ESS, Inc.
Maitland, Florida

With expertise in industrial/organizational psychology and computer science, Dr. Jaffee conducts testing, validation studies, electronic selection, assessments, job analysis, managerial development, performance appraisal, and legal concerns associated with personnel evaluation. He consults for many large businesses, has published several articles and a book, and is an international conference presenter.

James L. Hoerner

Professor, Virginia Tech, Blacksburg, Virginia

Dr. Hoerner, a national consultant, speaker, and author on tech prep, educational reform, work-based learning, and school-to-work transition, has taught vocational education for many years. He is a carpenter, cabinetmaker, violin maker, and wood carver by trade.

Judy Walden

Motorola Consultant, Phoenix, Arizona

Judy Walden has trained and consulted for Motorola University and other high profile corporations in business improvement disciplines since 1980. She helps clients implement company-wide initiatives to produce high quality, environmentally safe products and services, and reduce costs and cycle time. Her areas of expertise include team building, organizational and process mapping, corporate strategic planning, and statistical process control.

I *ISO 9000 (continues through next session)*

Dennis Kelly

Learn what ISO 9000 is and is not, what it aims to do, along with its limitations and myths. Compliance with ISO 9000 offers a number of benefits, and certain international contracts require ISO registration. Industries in your community are affected by this important auditing and quality-assurance management system.

II *Manufacturing Industry*

Scott W. Moon

When Res Manufacturing decided to develop its workforce skills, a company-wide assessment showed an astounding lack of basic skills, sadly typical of American industry. Radical action has resulted in sizeable gains to both workers and business. Learn how methods that change cultural values will foster worker skills and discover the subtle benefits of a skilled workforce.

III *Assessing High Performance Work Skills*

Cabot Jaffee, Jr.

What do employers want? Industry-validated assessments of critical SCANS skills. Industry uses video-based assessment to effectively allocate training resources, to document workforce development needs and to provide feedback that allows for continuous course improvement. Discover how education can use this technology to assess high performance (SCANS) skills.

IV *Work-Based Learning*

James L. Hoerner

In America people work in order to live; thus our educational system must connect the schooling process to making a living. Discover ways to shift from content-oriented learning to applied, work-based learning for all students and to eliminate the dualisms of career-bound versus college-bound studies.

V *Motorola Train-the-Trainer and Certification Process*

Judy Walden

Motorola has become a national leader in workforce training and quality work environments. Find out how the company's train-the-trainer and certification process has contributed to Motorola's success.

Thursday Afternoon #4

Presenters

Dennis Kelly
Georgia Institute of Technology, Atlanta, Georgia

Brian Bosworth
Principal, Regional Technology Strategies, Inc.
Cambridge, Massachusetts

With 30 years' experience in economic and business development, Brian Bosworth now directs research, design, pilot testing , and evaluation of technology-based strategies to accelerate regional economic development. He served overseas with the Agency for International Development; in Indiana he was the Governor's executive assistant and chief operating officer of the Dept. of Commerce; and he consulted independently for several years.

Mikala L. Rahn
Research Associate, MPR Associates
The National Center for Research in Vocational Education
Berkeley, California

Mikala Rahn spent the last four years conducting research in the areas of accountability, standards development, and school-to-work transition with a special interest in the relationship between federal, state, and local governments. She is the primary author of two of the chapters in the most recent National Assessment of Vocational Education (NAVE) report on performance measures and standards and industry skill standards.

Anthony R. Sarmiento
Assistant Director, Department of Education, AFL-CIO
Washington, DC

With the AFL-CIO since 1979, Tony Sarmiento currently analyzes a wide range of educational issues and policy, including work education, literacy, and school-to-work. A published author in these areas, he has represented the AFL-CIO on several national literacy and STW advisory panels for the federal government.

Richard Randoph, Jr.
Director of Business Training Services and Community Education, Mesa (Arizona) Community College Business and Industry Institute

Richard Randolph, Jr. believes supplier training offers the best method to leverage a college's resources and increase penetration of the quality message. He is program manager for Mesa's Supplier Training Center.

Joyce Manigold
Administrative Services Manager, SHEA Homes, Mesa Arizona

Joyce Manigold has been in the home-building industry since 1977. She is actively involved in planning and implementing Quality Management Systems at SHEA.

I *ISO 9000* (continued from previous session)
Dennis Kelly

II *Competition and Cooperation in Modern Manufacturing: Implications for Community and Technical Colleges*
Brian Bosworth

Under-resourced small manufacturers struggle to compete in high-value international markets, which offer the greatest returns. Inexperienced at accessing public resources, they find too many single-solution providers for multidimensional problems. Community colleges must adjust their mission, capabilities, and delivery systems accordingly in order to remain relevant.

III *Skills Standards*
Mikala L. Rahn

To make headway through the murky waters of skill standards efforts requires a sound conceptual framework. Explore a system of industry skills and their potential impact on secondary and post-secondary institutions; the recently developed federal standards and other initiatives; the differences between various standards; and steps to take now and those that should wait.

IV *Workplace Development and the Union Perspective*
Anthony R. Sarmiento

Partnerships involving unions, employers, and educational institutions are flourishing in a wide range of industries and communities. What lessons do these exemplary partnerships provide, especially when budgets for public education are tight? Examine recent efforts involving unions in school-to-work and workplace redesign.

V *Supplier Training*
Richard Randolph, Jr. and Joyce Manigold

The National Consortium for Supplier Training model offers many benefits to both suppliers and colleges. This presentation explains the model and showcases an example of effective supplier training that is being implemented at the local level.

8:30–10:00

Friday Morning #1

Presenters

Dennis Bona

Director, Regional Manufacturing Technology Center
Kellogg Community College, Battle Creek, Michigan

Dennis Bona has been involved with occupational education for the past 15 years, both as a teacher and an administrator. He was named the director of the Regional Manufacturing Technology Center in 1990 and currently chairs the Michigan Educators Apprenticeship and Training Association.

James Cialdella

Senior Consultant, Organizational Development Systems, Inc.
Houston, Texas

Jim Cialdella, an experienced organization, management, and professional development specialist, has an extensive track record in stimulating personnel performance and capabilities. He has worked with management and technical professionals in a variety of industries, government, and nonprofit organizations.

Russell Hamm

Vice President for Instruction
Arapahoe Community College, Littleton, Colorado

Russ Hamm has published an AACC text titled *Doing Business With Business*, which describes the process for establishing a contract training and business service component in two-year colleges. He has served as director and dean of a business center that grossed in excess of $1.4 million annually. He has served as the president of the National Council for Occupational Education.

Mel Cozzens

Director, Advanced Technology Center
Front Range Community College, Westminster, Colorado

An accomplished CEO with expertise in marketing, organizational development, and team building, Mel Cozzens has influenced change in corporate cultures, organizational direction, and management philosophies. He now gears his abilities towards developing a competitive and self-supporting customized training program.

Robert C. Korte

Director, Workforce Development Programs
American College Testing, Iowa City, Iowa

As Director of the Workforce Competencies and Skills Project at ACT, Dr. Korte is responsible for the overall management of a project that identifies generalizable work behaviors, knowledge, and skills through a national job analysis study. Prior to joining ACT, he was a consultant to the Michigan Department of Education. He has also been actively involved with statewide commissions and governmental agencies responsbile for setting and implementing state education and employment training policy.

I *Just-in-Time Training*

Dennis Bona

Kellogg Community College has taken advantage of a local partnership with industry and government to develop a training program that truly responds to customer needs. It features tailored curriculum—available every day, year round—and total scheduling flexibility. ***Warning:*** *This presentation is not for those who resist change!*

II *Effective Technical Presentations: The Tell That Sells*

James Cialdella

Today's business audience asks: "How can what you're saying impact my company's bottom line?" Learn how to create and deliver dynamic presentations that integrate your message with the challenges and opportunities of your audience. In addition to The Integrated Model©, create interest with practical, easy-to-use tools and techniques.

III *Effective Contract Training Systems in Two-Year Colleges*

Russell Hamm

Join in the discussion as this session analyzes the role and philosophy of two-year college contract training; presents a strategy for conceiving and establishing a contract training/business service center; and introduces a series of specific issues, including: marketing strategies, partnerships, internal college relations, "hot" new training opportunities, and more.

IV *Workforce Development in the Workplace of the Future*

Mel Cozzens

This advanced workforce development approach has become the cornerstone for comprehensive training interventions. Explore how to use transitional resources, avoid pitfalls, and make the best use of tools for successful organizational analysis interventions; examine the implementation and effectiveness of this model for workforce preparation services.

V *Workplace Competencies and Skills*

Robert C. Korte

Learn about the DOL-funded National Job Analysis Study (NJAS) and the Work Keys System, which can match individuals' skills to a particular job. The NJAS empirically identifies common workplace behaviors that link to employee success in high-performance organizations. It builds on the work of the SCANS report.

10:15–11:45

Friday Morning #2

Presenters

Lynn Barnett, AACC's Director of Community Development in Washington, DC, will preside at this session. The groups and their representatives are:

NCATC: National Coalition of Advanced Technology Centers *(AACC Affiliate)*
Rand Johnson, Salt Lake Community College, Utah

NCOE: National Council on Occupational Education *(AACC Affiliate)*
Russ Hamm, Arapahoe Community College, Colorado

NCCSCE: National Council on Community Services and Continuing Education *(AACC Affiliate)*
Jack Wismer, Lake Michigan College, Michigan

National Workforce Assistance Collaborative *(DOL sponsorship)*
Terri Bergman, National Alliance of Business, Washington, DC

NETWORK Consortium
Robert J. Visdos, NETWORK, Washington, DC

State Liaisons for Workforce Development *(AACC, DOL sponsorship)*
James F. McKenney, AACC, Washington, DC

Networking Workforce Development Providers and Organizations

AACC Councils, State Liaisons, and Others

First, this general session will present brief descriptions of the work of five community college-based organizations whose missions include improving workforce development services.

Next, attendees will break into discussion groups by geographic regions. An AACC state liaison will serve as the facilitator of each group as participants react to what they have heard from the presenters above. The session will be structured to stimulate discussion of regional issues as well as regional networking opportunities. Reports of key state and regional workforce issues, including special challenges, will be collected for consideration by AACC and DOL as well as by WDI attendees on Saturday.

1:45–3:15

Friday Afternoon #3

Presenters

Robert Mullins

Dean, RCU for Economic Development
Hinds Community College, Raymond, Mississippi

Bob Mullins, a 25-year veteran of teaching and administration, is also a certified trainer in the areas of entrepreneurial training and leadership. His unit promotes economic development by meeting the training and development needs of business, government, and industry and, in 1989, established the new One-Stop Career Center which began to generate a profit in 1991.

James Brown

Coordinator, Northwest Manufacturing Outreach Center, Wisconsin Indianhead Technical College
Shell Lake, Wisconsin

Jim Brown has worked for 15 years at Chippewa Valley Technical College in a variety of supervisory and training positions. In addition to his work in education, Jim has worked extensively in industry, most recently for Amoco Foam Products Company as an automation engineer. He directs a National Institute for Standards and Technology (NIST) manufacturing grant.

Rand Johnson

Director, Applied Technology Center
Salt Lake Community College, Salt Lake City, Utah

Rand Johnson directs Salt Lake's ATC, whose primary mission is to provide customized, quality training to area businesses. For more than 15 years, he has been developing training partnerships with businesses. He currentlyserves as the Vice Chair of the National Coalition of Advanced Technology Centers.

Robert J. Visdos and Richard Anthony, Jr.

NETWORK Consortium, Washington, DC

Ray Compari

Director, Business Assistance Center
Cumberland County College, Vineland, New Jersey

Since the inception of Cumberland's Business Assistance Center in 1988, Ray Compari has overseen all its operations focusing on customized training and economic development. Ray previously spent nearly 10 years in the manufacturing industry dealing with production issues and employee training. He continues the struggle to bring "bottom line" business philosophies to the academic environment.

I *Providing Basic Skills: Utilizing Motor Home and Implementation of One-Stop Career Centers*

Robert Mullins

This two-part presentation reviews first how to implement, develop, and profit from basic skills programs in multiple industry locations. It then explains how to implement One-Stop Career Centers, such as those defined in the Mississippi Workforce Act of 1994.

II *Manufacturing Assessment*

James Brown

The assessment process begins with an understanding of today's manufacturing environment and strategies to respond effectively to change. Companies that excel respond to customer demands for high quality, low prices, and product availability. Assessment analyzes the gap between a company's present position and that of its best competitors. A plan of technical assistance and training helps the company to close the gap.

III *How to Have Your Customers Tell Your Story*

Rand A. Johnson

This workshop provides detailed information on how Salt Lake Community College built a $2,000,000+ contract training business. Marketing strategies, which involve having your customers promote your core services, will be discussed. This lively workshop will have an interactive format.

IV *The National Community College Workforce Development Database (repeat)*

Robert J. Visdos and Richard Anthony, Jr.

Experience a hands-on demonstration of this new AACC/NETWORK database and discover its capabilities for workforce development services, economic development, and resource development initiatives. Attendees can review current database information from their colleges.

V *Make Your College Think Like a Business*

Ray Compari

Learn some of the programs, strategies, and techniques used by Cumberland County College and the community college system in New Jersey to become more responsive to the workforce training needs of business. The New Jersey statewide network will also be explained.

3:30–5:00

Friday Afternoon #4

Presenters

Debra L. Reed

Economic Development Consultant, City of Burbank
Burbank, CA

Debra Reed serves as a consultant for economic development for the City of Burbank, where she acts as a link between local government and business. Prior to her work in Burbank, she was director of the California Environmental Business Resources Assistance Center housed at Fullerton College.

Terri Bergman

Program Director, Center for Excellence in Education
National Alliance of Business, Washington, DC

Terri Bergman has worked in the areas of employment and training since 1984, researching, writing, and making presentations. In 1993, she began as Manager of Products and Services for the National Workforce Assistance Collaborative; she serves as the lead liaison to the community college system and is a team leader on a study of the delivery of integrated services to businesses.

Donna Miller-Parker

Workplace Basic Skills Coordinator, State Board for Community and Technical Colleges, Seattle, Washington

As a program administrator for adult literacy, Donna Miller-Parker has directed three National Workplace Literacy projects and coordinates the I-CANS Project, a statewide project to integrate the teaching of SCANS skills in a basic skills curriculum. Before joining the Office of Adult Literacy, she taught ABE, ESL, and GED, and worked with JTPA clients, volunteers, and employers.

Lawrence T. Mello

Coordinator, East Valley Tech Prep Consortium
Mesa, Arizona

For the past 15 years Dr. Mello has conducted workshops and seminars in educational settings throughout the country. His presentations are grounded in current research on personal and organizational change, effective teaching and learning, and leadership competency. As the coordinator of Arizona's Tech Prep Consortium, he provides the leadership for a developing regional STW.

Fred Gaudet

Assistant Dean of Instruction, GateWay Community College
Phoenix, Arizona

As director of a Learn and Serve America: Higher Education program, Fred Gaudet is part of the growing community service and service learning movement on community college campuses. His current program includes working with multigenerational students in a heating, ventilation, and air conditioning program.

I *Local Government Role with Community College and Business*

Debra L. Reed

Often local government can help business and industry identify needs and sources of assistance. Learn how one city's office of economic development surveys its community, often alerting citizens to services available through local community college programs and personnel.

II *Providing Comprehensive Services to Small and Mid-sized Companies*

Terri Bergman

The DOL-funded National Workforce Assistance Collaborative helps community colleges better meet the needs of small and mid-sized companies. Get acquainted with the Collaborative and its early research on comprehensive services and discuss the implications of this research for the community college delivery system.

III *Basic Skills in the Workplace: "If You Build It (Right), They Will Come"*

Donna Miller-Parker

Forty percent of the U.S. population have inadequate basic skills to function effectively in today's increasingly complex society; this lack hinders worker training on new technologies. Learn how to develop a basic skills program that addresses the needs of both employer and employee: determine needs, build partnerships, design programs, provide incentives, and evaluate and assess program impact.

IV *Creating a Local School-to-Work Initiative and Incorporating Service Learning*

Larry Mello and Lyvier Conss

This session describes the efforts of a local Tech Prep consortium comprised of five community colleges and 20 secondary schools to expand and create a community-based STW initiative. Ways to incorporate community service/service learning activities in technical programs will be presented.

8:30–10:00

Saturday Morning #1

Presenters

Robert J. Visdos
President, NETWORK, Washington, DC

Bob Visdos co-founded NETWORK: America's Two-Year College Employment, Training, and Literacy Consortium. With an extensive background in those fields and in communications and grantwriting, he served as assistant dean for resource development at Cuyahoga Community College and has consulted for more than 50 different organizations. He also holds a certificate in Rehabilitation Workshop Management.

Mary Leisner: *STW Initiative: How and Why*
Program Coordinator, Bay de Noc Community College
Escanaba, Michigan

Carol Churchill: *Benefits to Students*
Director of Career Work Experience Programs
Southwestern Michigan College, Dowagiac, Michigan

John Loiacano: *Benefits to Colleges*
Director of Contract Educational Programs
Kirtland Community College, Roscommon, Michigan

Mary Jo Wright: *Benefits to Community*
Program Coordinator, Mid-Michigan Community College
Harrison, Michigan

These leading practitioners from four small, rural Michigan community colleges have successfully instituted CWB&I at their respective institutions.

Joy A. McMillan
Director, Biotechnology Laboratory Technician Program
Madison Area Technical College
Madison, Wisconsin

With an extensive background in bacteriology and microbiology, Dr. McMillan is involved in program development and program modification for associate degrees, tech prep, and youth apprenticeship programs in biotechnology. She serves on several government and education advisory committees, and is a principal investigator and project manager for the NSF Advanced Biotechnology Education Partnership Project.

Continues on next page

I *A How-to Approach to Grant Writing*
Robert J. Visdos

Receive hands-on training in preparing grant applications and in responding to requests for proposals (RFPs) from government agencies. The presentation will concentrate on workforce development, employment, and training and literacy proposal development.

II *Contracting with Business and Industry (CWB&I): A Viable School-to-Work (STW) Transition Program*
Carol Churchill, Mary Leisner, John Loiacano, and Mary Jo Wright

Follow CWB&I from its early history in rural Michigan to its present-day success stories. While the School-to-Work Transition Opportunities Act seeks a fundamental restructuring of both secondary and post-secondary education by adding work-based learning, CWB&I has used local businesses and industry as a training laboratory for the past 18 years. CWB&I was selected by the National Association for Industry Education Cooperation as recipient of its "Utilization Award," recognized by the Practitioner's Hall of Fame, sponsored by Nova University, and received an AACC College-Business Industry Partnership Award. Some 15 colleges across the country have adopted the concept.

III *Advanced Technological Education (ATE) Program and Youth Apprenticeship (School-to-Work)*
Joy A. McMillan

Biotechnology integrates basic science research and technology and will continue to impact traditional industries as it creates new ones. Educational programs that partner with industry will best meet the demands of both the workforce and business. The growth of school-to-work activities helps prepare students as they learn basic applications of biotechnology, participate in industry, and link to post-secondary programs.

Continues on next page

CONTINUES

PRESENTERS, CONTINUED

KIMBERLY D. BARGER

Coordinator of Technical Organizational Development
Madisonville Community College
Madisonville, Kentucky

Kimberly Barger has responsibility for implementing the Work Profiling System and assessment center activities for fourteen colleges. She administrated the state's first Behavioral Assessment Center and has helped develop several other such centers. In addition, she has developed and delivered many training programs for industries and organizations throughout Kentucky.

TRICIA FUEN

Occupational Programs Specialist, Maricopa Community Colleges, Phoenix, Arizona.

BETSY HERTZLER

Social Science Faculty and North Central Association Co-chair, Mesa Community College, Mesa, Arizona

SHARON KOBERNA

Total Quality Management Coordinator, Rio Salado Community College, Phoenix, Arizona

These presenters have all had extensive experience in adapting business principles to educational settings. Accomplished facilitators, they bring a variety of educational perspectives to this session.

IV *JOB ANALYSIS AND ASSESSMENT*

Kimberly D. Barger

Job analysis and assessment has become an integral part of the development of the workforce in Kentucky, where community colleges can serve organizations as full human resource consultants. Overview job analysis as it leads to skill assessment, performance appraisals, targeting training and development plans, personality and/or behavioral assessment, job evaluation and compensation, and other applications.

V *USING THE BALDRIGE CRITERIA TO ADVANCE AN EDUCATIONAL QUALITY INITIATIVE*

Tricia Euen, Betsy Hertzler, and Sharon Koberna

This interactive session introduces the new Malcom Baldrige National Quality Award for Education. The education criteria will be addressed and a draft will be made available. Participants will understand the underlying philosophy requirements and benefits of this award, which incorporate total quality principles into total quality learning.

10:15–11:45

Closing Session

PRESIDING

JAMES F. MCKENNEY

Director of Economic Development
AACC, Washington, DC

WORKFORCE DEVELOPMENT SERVICES IN A NEW ERA

This closing general session is key to AACC's and the Department of Labor's next initiatives in the area of workforce development. Reporters from the regional breakout meetings will share issues that surfaced in earlier sessions, and participants will address perspectives on specific needs that can be addressed by the National Workforce Assistance Collaborative, the National Community College Workforce Development Database, or AACC's State Liaisons for Workforce Development.

(An informal brunch buffet will be available.)

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
One Dupont Circle, NW, Suite 410
Washington, DC 20036
202/728-0200

WORKFORCE DEVELOPMENT INSTITUTE

Reports from the Regional Forums
AACC's Workforce Development Institute
Scottsdale, Arizona, January, 1995

WORKFORCE DEVELOPMENT SERVICES IN A NEW ERA

SOUTH

NATIONAL WORKFORCE ASSISTANCE COLLABORATIVE (NWAC)

- There is a need for information on employee training programs. NWAC could play a useful role by being a conduit for information on model programs and trends.

NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE (AACC/NETWORK)

- This new resource can play a very helpful role in helping community college practitioners become aware of the diversity and richness of education/training programs in other colleges.

- The overview of services was very helpful. There is a sense that a completed system will be very powerful tool for faculty and administrators.

- There was a strong feeling that AACC could use this instrument to help target educational services to both industry and government.

- AACC can use the database, the State Liaison Network, and the Institute as one means to filter workforce training information to community college frontline faculty. There is some frustration that information targeted to college presidents rarely filters down to the rank and file. Further, frontline people are in great need of training and support.

AACC COUNCIL PRESENTATIONS

- There was some frustration that the councils appear to have substantial overlap in goals and objectives. This was particularly frustrating with respect to national and regional meetings. Councils were urged to consolidate efforts to facilitate the best use of volunteer time and to reduce the competition for travel dollars. There was a strong feeling that collaboration on meetings and service activities would strike a responsive chord in the field.

WORKFORCE DEVELOPMENT INSTITUTE

* Roundtable discussions would be a useful addition to the conference format as well as a good way to build the network formally and informally.

WEST

AACC COUNCIL PRESENTATIONS

* Councils appear to overlap and be in competition with one another. Collaboration on some issues would be a better use of resources. There was also some fear that some council efforts might cancel out the efforts of others and that some of this might lead to confusion. This was especially alarming on issues where councils might choose to exert influence on Congress. Many participants felt travel funds were too limited for these various councils to try to run their own individual yearly conferences. Collaboration of workforce conferences was seen as a desirable objective. Californians indicated that just such concern had led to the bundling of several state conferences for 1995 in Long Beach.

FEDERAL INITIATIVES

* There is some concern over the integration of several federal initiatives at the local level. Many were confused by the interface between Tech Prep and School-To-Work Transition. Further, many were apprehensive about the integration of national skill standards. There was a major fear of high expectations being laid on the colleges; yet there appeared to be very little coordination of these major initiatives at the national level.

WORKFORCE DEVELOPMENT DEFINITION

* There is substantial confusion in business and industry over the definition of workforce training. Participants spotlighted four areas that could use some definitional assistance:

    a) Current workforce population
    b) Emerging workforce population
    c) Transitional workforce population (dislocated)
    d) Entrepreneur workforce population

NATIONAL COMMUNITY COLLEGE WORKFORCE DEVELOPMENT DATABASE (AACC/NETWORK)

* The database was enthusiastically received. Participants were pleased with the results and the potential. However, there was great concern that the colleges were too slow to adapt to the communication potential surrounding the Internet. It was felt that no college could afford to be behind the information curve that would be provided through Internet.

FUNDING

- Many feel that funding to do topnotch training is lacking in the community college world. There was also a sense that the effort still does not receive adequate respect from state and local government policy-makers nor from many major captains of industry.

MIDWEST

REGIONAL COALITIONS

- There is a need to build regional collaborative coalitions to act as resource centers. Community colleges desperately suffer from their decentralized organizational structure. The colleges should move toward a systems approach for problem solving. Wisconsin's removal of district funding barriers was cited as a more rational approach, resulting in a direct benefit to business/industry. Also, the challenge of contract training for industries across state lines could possibly be mediated through regional agreements.

- Investigate ways to share resources and develop more collaborative ventures such as curriculum and databases. The issue of development cost reimbursement was raised as one impediment to community college resource sharing.

INTERNAL COMMUNITY COLLEGE RESTRUCTURING

- There is a need to focus on the present community college structure that has evolved over time to meet new missions. The question was raised as to how well the original organizational structure serves colleges. A focus on new organizational models would be useful.

- College personnel could use continuous program evaluation models in much the same way that manufacturers have adopted total quality management procedures.

- Colleges should reassess the continued use of the Carnegie Unit as the yardstick measuring college course completion. There was some sense that such a reassessment was a proper activity for AACC.

MID-ATLANTIC

BUDGETING/FUNDING

- Business/industry financial support still lags behind other activities in the college. Some frustration appears over the fact that too much continuing education revenue goes to support other college activities. This is in spite of the fact that start-up project dollars are very restricted.

IMAGE

- Many college professionals continue to encounter business leaders who do not see the colleges as a source of "professional" training.

INTERNAL COMMUNITY COLLEGE RESTRUCTURING

- Many practitioners continue to perceive that Business/Industry activities is seen with an adversarial attitude from traditional faculty.

- It is desirable to focus attention on model programs that grow traditional faculty participation in business/industry training. This activity is especially difficult, but crucial, on unionized campuses. Further, increasing attention should be directed to the disparity between adjunct and full-time faculty.

- Focusing attention on those colleges that have successfully tracked business/industry training students into credit programs would make a contribution to college restructuring.

- There is a tremendous need to spotlight faculty/professional development and training. This training should be aimed at both "content and contextual training".

AACC COUNCIL PRESENTATION

- There is a perceived overlap between some of the councils with respect to mission and conferences. It is suggested that joint conferences and collaboration on issue briefs be an objective of the councils. AACC should work to coordinate a partnership approach between those AACC councils that share a workforce development mission.

WORKFORCE DEVELOPMENT INSTITUTE

- Future Institutes should incorporate roundtable discussions as a strategy to enhance more sharing. Conference planners should continue the present approach of maintaining a small conference. The linkage with federal workforce development policy should be retained and the inclusion of a futurist speaker is desirable.

AACC Workforce Development Institute

Scottsdale, Arizona
January 18-21, 1995

EVALUATION FORM

Please help us improve future events and services of this nature by completing this form and offering comments where appropriate. Thanks.

1. In what area do your primary job responsibilities lie?

   _____ Contract training/service to business _____ School-to-Work/Tech Prep
   _____ Displaced workers _____ Other (specify) _____

2. What is the nature of your service area? _____ urban _____rural _____ suburban

3. What is the most pressing workforce development problem facing your college?

4. Which parts of the institute did you find most valuable?

   a.

   b.

   c.

5. What additional topics or activities do you wish had been incorporated into the institute?

6. What topics were not useful to you?

7. What kind of follow-up would be useful to you?

8. Were you able to participate in one of the demonstrations of the National Community College Workforce Development Database?

_____ yes _____ no

If yes, please indicate any suggestions you have about improving its usefulness:

9. Please offer any comments you have about how best to address regional concerns.

10. Would you recommend this institute to someone in a professional position similar to yours?

_____ yes _____ no

11. Overall, what was your impression of the institute?

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

12. Please give us feedback on the sessions you attended:

THURSDAY MORNING KEYNOTE	Poor	Fair	Avg.	Good	Excellent
Diversity in Workplace (Betances)	1	2	3	4	5
Diversity/Team Building (Betances)	1	2	3	4	5
School-to-Work (Brustein)	1	2	3	4	5
Pricing (Van Weelden)	1	2	3	4	5
National CC Database (Visdos/Anthony)	1	2	3	4	5
Coalition Building (Patino)	1	2	3	4	5
THURSDAY AFTERNOON					
ISO 9000 (Kelly)	1	2	3	4	5
Manufacturing Industry (Moon)	1	2	3	4	5
Motorola Train-the-Trainer (Walden)	1	2	3	4	5
Competition/Cooperation in Mfg. (Bosworth)	1	2	3	4	5
Skills Standards (Rahn)	1	2	3	4	5
Workplace Dev./Unions (Sarmiento)	1	2	3	4	5
Supplier Training (Randolph/Manigold)	1	2	3	4	5
FRIDAY MORNING					
Just-in-Time Training (Bona)	1	2	3	4	5
Technical Presentations (Cialdella)	1	2	3	4	5
Contract Training (Hamm)	1	2	3	4	5
Workplace of Future (Cozzens)	1	2	3	4	5
Workplace Competencies/Skills (Korte)	1	2	3	4	5
Networking Providers/Orgs. (AACC)	1	2	3	4	5
Regional Meetings	1	2	3	4	5
FRIDAY AFTERNOON					
Providing Basic Skills (Mullins)	1	2	3	4	5
Manufacturing Assessment (Brown)	1	2	3	4	5
Tell Your Story (Johnson)	1	2	3	4	5
National CC Database (Visdos/Anthony)	1	2	3	4	5
Think Like a Business (Compari)	1	2	3	4	5
Local Govt. Role (Reed)	1	2	3	4	5
Services to Business (Bergman)	1	2	3	4	5
Basic Skills: Build It (Miller-Parker)	1	2	3	4	5
School-to-Work/Service Learning (Mello/Gaudet)	1	2	3	4	5
SATURDAY					
Grant Writing (Visdos)	1	2	3	4	5
Contracting/STW (Churchill/Leisner/Loiacono/Wright)	1	2	3	4	5
ATE/Youth Apprenticeship (McMillan)	1	2	3	4	5
Job Analysis/Assessment (Barger)	1	2	3	4	5
Baldrige Criteria (Euen/Hertzler/Koberna)	1	2	3	4	5
Workforce Development Services (McKenney)	1	2	3	4	5